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By-lines

As the mother of two growing children, a former kindergarten teacher and caseworker, MARIA W. PIERS, PH.D., writes understandingly on *Family Finances and the Young Child.* Presently Assistant Clinical Professor of Psychiatric Social Work, Chicago Medical School, and on the Faculties of the University of Illinois School of Social Work and the Institute for Psychoanalysis, she contributes frequently to both professional and other journals.

HELEN F. SOUTHARD writes from an unusual vantage point on the subject of young marriages in the U. S. Psychologist, lecturer, writer and leader of discussions on marriage and family living, Mrs. Southard is on the Leadership Services Staff of the National Board of the YWCA as a specialist in family relations. She recently co-authored a series of pamphlets on sex education.

Based on an interview with SYLVIA F. PORTER, *Facts of Money—A Neglected Area of Education* offers the reflections of a specialist on the financial education of children and young people. A regular feature of the *New York Post,* Miss Porter's financial column also is nationally syndicated. The author of numerous pamphlets on income tax, she has received many awards for outstanding service as a newspaperwoman and economist.

A spirited discussion at a parents' meeting resulted in the equally lively and provocative article *Cooperation in the Family: Dream or Possibility?* by WALTER BONIME, M.D. Readers of CHILD STUDY will remember Dr. Bonime's article, *The Sense of Self in Children,* which appeared in a previous issue. Dr. Bonime is a psychiatrist in New York City.

Cover photograph by JOAN A. DUMONT

Blackstone Studios

The Child Study Association of America this year enters upon its sixty-eighth year of continuous service to parents and children.

It began, in 1888, with a small group of mothers who seem to have had unusual foresight in looking beyond the rigid traditions which at that time governed and circumscribed the rearing of most children. In fact, one might say that the founders of the Association entered the twentieth century before it had begun.

Now, in the middle of that century, people everywhere are asking for children the privilege of emotional as well as physical health. In this endeavor, the Association has played a significant part—moving ahead with the ever-changing situation and the growth of knowledge.

For the last eight years, Dr. Mary Fisher Langmuir, long-time head of the Department of Child Study at Vassar College, has served as president of the Child Study Association of America. She brought to this task a responsiveness to the needs of children, and a sympathetic understanding of the problems parents face that made themselves felt in all branches of the Association's work.

It is my privilege and responsibility to serve as president for the coming year, during which many plans initiated while Dr. Langmuir was president are coming to fruition. With the continued support of our loyal friends, we shall be able also to launch important new projects and offer increasingly effective service.

MRS. CLARENCE K. WHITEHILL
President, CSAA

How can we start children off with a sound approach to money matters?

Family finances and the young child

By Maria W. Piers

Few educational questions puzzle parents as much as those pertaining to money and its use.

A parent's concern with such problems sometimes begins early in the child's life. The ever increasing awareness of a child's sexual feelings and destructive ideas has deprived parents of one of their fondest dreams: the dream of the age of innocence. Yet, looking at little Johnny lovingly clutch his penny one might think that the dream had come true. How unspoiled he is! How different from all those greedy grownups with their hard-bitten realism. But are parents themselves actually "realistic" when it comes to monetary values? Perhaps they are not.

Perhaps Johnny's mother attaches significance to money far over and above its practical usefulness. Many of us do. Many of us would, for instance, never reprimand a youngster for accidentally breaking or losing a toy. For one thing, we say, a child learns from such an experience: he'll pay more attention the next time. Then, it really wasn't an expensive toy. Its price tag said 49 cents. Yet, if the same child loses a half dollar he will almost certainly be punished for his negligence. It is as though losing a coin were a far worse misdeed than losing the identical value in plastic or wood.

By the same token, many parents unquestioningly share their personal belongings with their adolescent sons and daughters. Yet, even though a 14-year-old may have permission to borrow her mother's cashmere sweater, she must never pick up the loose change from the dresser. Her seven-year-old brother already knows that he is perfectly free to accept a doughnut from the groceryman, a ride home from the neighbors, a squirt gun from his pal, but never, under any circumstance, must he accept cash! Still, it is obvious that cashmere sweaters as well as doughnuts can be bought for so many dollars and cents.

This doesn't make sense to a child. There are other things that puzzle him about money, too. Money is supposed to be something you get by working. Yet, as he can plainly see, this isn't always so. There is, for instance, the elderly lady across the street. She never does any work yet people say that she is rich. Since money means

payment, our second grader may wonder what brings this reward, if not work. Is there something else one has to do?

No one has to reciprocate for a doughnut; anyone who gets caught in the rain is entitled to hitch a ride home; but in order to have money it seems that one either has to work *or be awfully good.* Of course, sometimes it might be sufficient to merely *pretend* that one is good. Who knows? Thus money becomes, to the child, a reward granted rather than a commodity to be used. It acquires a halo, so to speak, and it becomes much better than anything it can buy. This is the way many grown-ups feel about money, and children learn to feel the same way.

Saving: means or end?

If having money or making money is the outward sign of one's goodness, then it will increase a person's self esteem. It very often does so, rightly or wrongly, and it certainly enhances his reputation in his community. People look with admiration, or even awe, upon their successful fellow citizen—regardless of whether he owes his money to skill, intelligence and perseverance or merely to luck. Doesn't the presence of a sizable bank account testify that he is on excellent terms with Providence? Observing that older people seem to reason this way, and that his parents spur him to amass money as a Boy Scout amasses good deeds, the child may conclude that this is an equally praise-worthy — and praise-winning — activity.

Amassing money, in the child's terms, means saving; and saving, of course, is a time-honored concept. Yet economic experts have for some time questioned the wisdom of unconditional saving. The time has come for the educator to follow suit. The notion of saving as a virtue comes from a simpler economy combined with an often naive faith that the righteous would be blessed with prosperity. Whether or not this was ever so, we have had ample opportunity under modern conditions to observe that there is no connection between worldly possessions and spiritual merits. Facing this fact should permit us to put saving money into its proper context: it is not an absolute virtue—sometimes it is practical and sometimes it isn't.

Wanting "something better"

In addition to outworn traditions, there is a brand new notion which interferes with our rational appraisal of money, a notion just as imperative as the demand to save—and that is the demand to spend.

Although most of us grew up with an injunction against unnecessarv spending, as adults we are now being exposed to the opposite philosophy. TV stations, daily papers, billboards and radio networks fairly bombard us with ads and commercials urging us to buy, buy more and buy most anything.

Research teams are busy day and night figuring out what sells and why. Advertising agencies are intent on creating needs for heretofore unknown goods, and the slogans which recently proclaimed "How American to want something better!" raised the acquisition of new refrigerators, swivel chairs and complexion soaps to the level of a patriotic duty. As parents and children both sit listening to well modulated voices praising new products, or looking at alluring pictures of up-to-date gadgets, we find our mouths watering for things we never knew we needed. Thus we are being put under pressure to commit the once - upon - a - time unforgivable sin: to spend recklessly.

Such contradictory demands make us feel most insecure. Which should it be? A savings bond or a toaster? Which is right? The American dream of accumulated wealth or the equally American "wish for something better"? It is under the impact of our own confusion that we confuse our children.

The lemonade stand economy

It is a time honored custom. On the first hot June day, children all over the country set themselves up in business. An

orange crate passes for a counter, a street corner for a suitable location, the boy behind the counter is strictly self-employed. His parents regard the venture as a healthy effort toward financial independence and free enterprise and bestow their blessings upon him. Consequently, as the day grows hotter and his cigarbox fills with pennies, a small boy can easily be convinced that he is a proud, self-made man. This, notwithstanding the fact that his capital—six lemons and three cups of sugar—came directly out of mother's cupboard. There wouldn't be anything wrong with the lemonade stand except for the pretense that the owner's spectacular financial success is the visible sign of his effort and worthiness, when it is at least partly the result of mother's generosity.

Perhaps mother ought to say so. For, although it is a very small lie, it may impress children with the urgency of making money no matter how. That in time may lead children quite naturally to a certain nonchalance about its origin. It is very pleasant to have money—we all want it—but it is necessary that children realize that it has to be acquired legitimately. A gift of six lemons is fine, a false pretense is not. This is particularly true where one little white lie is being compounded by a somewhat bigger one: the parents' pretense either of wealth or of poverty. Both can amount to a kind of self-deception which has its effects on the observant child.

Keeping up appearances

Many a man feels that unless he can put on as good a show as his neighbors, he will appear to the world to be a relative failure and the stepchild of Providence. Do the Joneses buy a new car every year? Does their house have wall-to-wall carpeting? Do they send their children to expensive summer camps? Whatever the Joneses have, he cannot afford to miss.

But while the Joneses and other friends may be impressed and mistake his display for actual solvency, his children are not so easily deceived. Even where parents avoid talking about money, children sense the anxieties and bravado that go with this kind of spending. If they feel that their father is bluffing, they may well conclude that he is not a reliable and responsible person, or that appearances are all that matter to him. Such conclusions are not only harmful to the parent's prestige, but directly damaging to a growing youngster's character. They breed contempt and the kind of rebellion that does not pass when adolescence passes. Bad as this is, it may, in the long run, be less detrimental than acceptance of the parent's dubious values. A youngster could, after all, decide that his father is right, that appearances really *are* all that count. If he then proceeds to live up to such principles, it can mean cheating in games and examinations, and even more seriously deceptive tactics.

Pretense of poverty

Children do not thrive on having things handed to them on a silver platter, to be sure. To flex their muscles and to apply their brains is good for them. Still, this idea can be carried to an extreme. There is, for instance, an unwritten law in some families that boys and girls have to work for every favor, for every advantage and even for their inalienable minimum ration of fun or food or learning. The pretense of poverty often serves as a means of persuasion. "We really can't afford to give you an education," a parent seems to say. Or, hardly more subtly, "Why, at your age I used to have a paper route! You ought to work as we worked in those days—do you good!"

Such admonitions may fall on fertile soil where children observe their parents' struggle to make ends meet. Spoken against a backdrop of luxury, they simply fail to convince. The thought that his parents want to make it tough for him because they are envious or vindictive occurs to many a child. Whether this suspicion is a just one or not, it is a burden on the relationship between parents and children. Nor is it so desirable to have a child worry

continually about where the next meal is coming from. Adversity is supposed to be a character tonic. But it is the struggle to learn more which benefits a growing child, not the struggle to earn more.

What motivates parents to belittle their status? Possibly there is a feeling of guilt —however irrational—toward less fortunate people. There is also the fear that a child, lulled into false security, may become lazy and uninterested in his work. Finally, there is the consideration that if he is allowed to spend money freely, his advantage will arouse the envy of his contemporaries.

Actually, laziness does not depend on the parents' financial resources, but stems from shortcomings in the child's personality. A happy, unfearful youngster studies or works because he is curious and because he learns to conform to some extent to what others of his age are doing. There is, however, some validity in the parental concern with envy.

The dangers of having too much

The eight-year-old who is conspicuously rich does indeed arouse envy. If he carries fountain pens and expensive jackknives in his pockets when his friends fill theirs with strings and bottle tops, he will find himself in a precarious position. He may magnanimously share his riches and thereby acquire fame on the basis of fortune. Not for being tough, or nice, or a good sport do the others like him, but rather for the contents of his pockets. Clearly, such admiration changes to contempt when the riches are exhausted or when the owner refuses to share them—if riches are all he has to offer, that is. Fortunately a great many youngsters, rich or poor, have what it takes to be acceptable to their peers: toughness, fairness, a sense of humor. They make friends because they are friendly.

Still, there are youngsters who really are handicapped because they are always in the position of owning what none of their peers have in the way of toys, books, clothes, sweets and equipment. They are forever "different." It is easy to see why such a child might feel superior to all his pals and base his confidence on this very shaky premise. He may also feel that he is a very special child, because he is treated by his parents in such a special way. On the other hand—and worse off—is the youngster who takes his excess of material goods as a proof of being *unloved.* The idea that a parent is trying, by lavishing gifts and money on a child, to make up for not loving him seems strange, yet it is quite frequently the child's reaction. A child weighed down by this feeling cannot make a happy, carefree playmate. This is so even though he or she may have misunderstood the parents' intentions. Parents often give quite simply because they love. Mothers who spend a good deal on their little daughters' clothes are not necessarily trying to make up for lack of love, nor are fathers who lavish valuable stamps or baseball equipment on their sons necessarily trying to apologize for being stingy with their time. Nevertheless, many children are made uneasy by such excessive generosity.

Therefore, wise parents, however much they love, give within limits. For one thing, they know that nothing is as important—to children of all ages, but especially to the six-to-twelve group—as being "one of the gang." Boys and girls are happiest if their bluejeans, their lunch sandwiches, their special treats are just about the same as those of the other children in their grade. If those "basic" commodities are being provided adequately, but in moderation, a child feels that things are being given to him because he needs them and not for some more obscure and puzzling motive.

When parents must be frugal

But how about the father or mother whose limited means make it impossible to live up to the standards of consumption set by their child's friends? What can parents say if their 12-year-old daughter keeps reminding them that "Jeanie goes to camp for two months. Why can't I?" or that

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"Nancy got a bike for her birthday! You never buy me anything"? The parent has to meet the implicit accusation here and meet it wisely. The accusation is simply "It's not for lack of money that you won't buy me that bike, but because you don't love me." It looks as though a parent can't win. He is suspected for giving lavishly as well as for giving frugally. But as in the case of the well-to-do parent, the one with limited means will find that it pays to be frank. It is necessary and possible for them to admit that people's incomes and standards differ; that every parent tries to bring his children up as it seems best to him; that, when it comes to rearing children every person has to consult his own conscience, and his own wallet, and then act accordingly.

Seeing money in perspective

Up to now we have concerned ourselves with the notions and feelings which a child may form as a result of his parents' attitudes toward money. This might be regarded as the indirect financial education. Giving an allowance is the direct one.

To make children reliably conscientious and productively happy is the broad common goal of all education. If we are aware of this goal, we can fit the money question into the same framework. Someday our children ought to be able to save both and spend—to spend on themselves and on others.

Keeping this broad aim in mind may offer balance and consolation to parents who feel that they, themselves, have been over-exposed to the dogma of saving on the one hand and to the pressure of spending on the other. They may also be cheered by the realization that their conflict has not been experienced in vain. For it is precisely the parent who has encountered various philosophies who is in the best position to teach his progeny the optimal, most flexible use of money; to see it as a medium of exchange and not an end in itself; to enjoy it inasmuch as it buys hot dogs, bedroom suites, penicillin, symphony tickets and jazz records, nylons and fur coats—and, if possible, stocks and bonds. Most important, money can buy the only capital which no inflation or depression can devaluate, the only pleasure of which man never tires: knowledge and skill. There is no way of depriving a person of ability to print, cook, drive, manage, read, weld, invent. There are no means to deplete a person's accumulated knowledge.

The meaning of an allowance

An allowance is the stuff on which children learn on a small scale about saving and spending. Therefore it doesn't have to be accompanied by detailed instructions. It is better to let children experiment freely with the sum allotted to them. Sometimes, perhaps for a long time, they will want to find out how it feels to be rich and put all their coins into a piggy bank. At other times, perhaps for months, they will go on a spending spree and learn thereby that the same dime can only be spent once. It's either the ice cream cone or else the box of chalk. Then again, they will spend their allowance on a birthday present and that teaches them another lesson: that one can forego one's fun once in a while to make somebody else happy.

A child can learn a great deal by using his nickels in many different ways. It follows that, as a rule, money should not be held back because a youngster has misbehaved, any more than paints, hammers, roller skates and books should be withheld. These are all basic learning tools, important in helping the child toward a fuller and more productive life.

If the unconditional allowance is taken for granted, however, certain chores may also be expected from children as a matter of course. Mutual aid and assistance is, after all, the essence of family life.

It remains for us to think about allowances in relation to age.

Once in a while, one can find a five-year-old who understands that a dime will buy more than a penny. As a rule, though, only children aged six and older do. As soon

as they have some idea of values—however inexact—we can start them on a regular allowance. In view of a child's inability to wait, paydays should be frequent at first, and that means once or even twice a week.

Needless to say, a first grader should be permitted to spend his weekly dime or nickel as he pleases. The third grader can be entrusted with somewhat larger sums and perhaps also with the obligation of buying his own crayons or pencils. At nine, ten and eleven, a child can handle considerably more, both in terms of responsibilities and privileges. Depending on his parents' income and the amount he gets, he can take care of carfare, membership fees and perhaps small items of his wardrobe.

High school students are almost always capable of handling a clothes allowance, and many of them enjoy the greater independence that goes with it.

At all times and for all ages there should be a little money left after all regular expenditures, and this money can be spent or invested, as the owner pleases.

This, then, is the real value of money, which all children must learn, and parents can teach: money buys necessities or luxuries, now or later. What is more, it can buy many of the ingredients of a truly rich life, now or later. How to convert cash into any of these, how to make it pay for bread and chicken and an education and save it for a rainy day as well, that has to be learned. Though budgets and philosophies and even plain luck will enter in, much of the lesson still has to be learned by the old means of trial and error.

Holiday bound—the world around

Guatemalan children dance in one of the five gay pictures donated by the French illustrator, Edy Legrand, for the United Nations Children's Fund and printed in color on greeting cards. Once again, these sets of cards will be sold for the benefit of the Fund. They may be obtained from the UNICEF Greeting Card Fund, United Nations, New York, N. Y. A box of 10, inscribed for Christmas use with season's greetings, costs one dollar.

By Helen F. Southard

Family life begins early for many young men and women today. How are these couples, and their children, faring?

Early marriages— some young people speak

Many of us who read statistics are prone to forget that vital statistics are people. Although we can never know the story behind each person who impersonally contributes to a statistical conclusion, occasionally we get a fresh perspective from pausing to observe data in a life situation.

Mr. and Mrs. Bell are marriage statistics, but they looked like high school students as they sat on the bleachers watching the annual field day of the Riverview elementary school. They had been married at the age of nineteen, and their eight-year-old son was following closely their pattern of vigorous athletic participation.

"Here comes Jimmy now," said Mrs. Bell as she peered out across the athletic field. Jimmy was leading a group of boys who were rushing towards the stands. "Come on, mother," he shouted. "This is a mother and son baseball game. Your team is lining up over there," and he pointed to the right of the hot, dusty field. "Come on, Mrs. Scott, you too. Peter is coming in for you now," and with a wave he was gone. Mrs. Scott, a mother in her late forties, turned toward her husband with a defeated look. "I never would have come if I'd thought I'd be in for this."

I don't know whether Mrs. Scott, in her loyalty, effected a run for the team; but the contrast between these two couples vitalized early marriage statistics for me. Although neither of them was in the group called average, since one married slightly earlier and one considerably later than the average age, there is such a preponderance of young parents in today's population that older parents of young children by contrast accentuate the trend of the times. And since this trend, under present conditions of prosperity, shows no signs of slackening, careful thought needs to be given to the quality and special problems—if any—of the parent-child relationships in the many young families in our country.

Statistics tell us that the median age of marriage of the bride in 1950 was about 20 and the median age of the groom about 23. This is in contrast to a median age of 21 for the bride and 24 for the groom a decade ago, and 22 for the bride and 26 for the groom in 1890. Statistics also indicate that a higher percentage of young people are marrying now (one third of the marriages are of people under 20 years of age), and that during the marriage boom of the past ten years the greatest gains in the proportion married in the United States were made by the better educated sections

of the population. Also, about 40 percent of the wives work away from home during the first year of marriage.

Among the assets of young marriage, one of the most highly publicized is the physical prowess of young mothers. When a healthy young woman's body has fully matured, there is good reason for favorably contrasting her ability to bear and rear children with older mothers who, in general, may have additional physical and emotional problems during pregnancy. Perhaps for this reason, and because the problem of legitimizing sex experiences disappears with marriage, an aura of success seems to have been cast about today's early marriages.

What do the young people say?

But subtle psychological factors need to be evaluated, too. One needs to consider whether young husbands and wives are able to establish the kind of relationships with one another which will result, in turn, in good relationships with their children. It is important, then, to consider what is involved in a healthy young husband-wife relationship. What kind of feelings should a young couple have for one another? How should they feel about children, about their home life, about financial concerns, about their relatives, about the meaning of life? What young people themselves say about these matters is important. Sometimes this is not easy to discover, for young couples do not always speak through the usual channels of communication. They are often new to communities, and sometimes feel overwhelmed by the older or more established persons who are in groups with them. Therefore, we must guard against accepting the generalizations of older married people as expressing the young peoples' ideas and opinions.

Recently, a national study indicated that although young adults do not participate in organizations to the degree one would wish, the YWCAs throughout the country serve a large number of young women and men. Increasingly, young married women, and very often their husbands, attend activities and participate in discussions in YWCAs throughout the country. Programs with these young adults reveal some psychologically significant facts.

In discussions on marriage and the family in which I have participated, young people consistently cite certain aspects of the marriage relationship which they consider important. The desirability of having children, and the need for husband and wife to agree on wanting them, seem to be accepted as basic facts and are always mentioned. In addition, the following points are often brought up. They are not given here in any priority order, nor do they include all the aspects that have been mentioned in these groups.

1. There is need for a satisfactory physical relationship, and many of these young persons are aware of the importance of each partner's feelings about this aspect of life together. (*Parents' feelings about sex form the base line for sex education of children.*)

2. Companionship is necessary. Most of these young adults are well aware of the fact that during much of the time they spend with their marriage partners there is no overt expression of physical love. They are aware that there are many hours when husbands and wives are just two persons, occupied with responsibilities, sometimes very tired and in need of one another's support. (*Companionability is an index of the climate of the home, and developing children are as susceptible as barometers to conditions about them.*)

3. Physical surroundings such as housing and furnishings are important, but over and above minimum necessities satisfaction seems related to past expectations and to future goals that are realistic. (*Many young parents place their children's needs before personal satisfaction in these matters.*)

4. Agreement about finances contributes greatly to a good marriage climate. This topic has become increasingly popular with young married couples. (*How a couple*

feels about its financial status, and how the two of them react to competitive living, not only affect the material situation, but also the values which children learn or pick up unconsciously.)

5. Both husbands and wives need to have a feeling of achieving something. It is often possible for men to get the sense of achievement from their jobs. Some women also continue to find a great feeling of accomplishment in a job after they are married, and even after they have children; yet some women who need to work find their greatest satisfaction in the role of wife and mother. At the present time this topic is of great interest both to college married couples and to those with less educational background. The subject is, of course, related to discussions of most of the other areas mentioned. (*Understanding of one another's need for the sense of achievement is most necessary in interpreting each parent's role to young children.*)

6. "Inner security" or some similar term designates another dimension of the husband-wife relationship. There is great variation in the extent to which young married couples rely on spiritual resources, but many young parents in this age group recognize the need to seek a basic point of view about life. (*Sensitivity to this need in a marriage may be the beginning of an understanding of resources that parents can encourage in their children.*)

Some comments on sex and companionship

There are no data at this time from which we can draw valid conclusions as to whether or not early marriages provide the kind of husband-wife relationships which facilitate good family life. However, young peoples' comments bring out some points which could well be studied more thoroughly and which may prove interesting to parents whose own children are about to become marriage statistics.

In a discussion on marriage, one young wife said, "We had to live with my husband's people during the first two years of our marriage, for Doug was away except every other weekend, and to keep up two places was just too expensive. Our sexual adjustment was very difficult during those years. We both felt strange together in his parents' home. It even took us several years after we had our own place to get over the experience. We just didn't have the free and easy manner about discussing and experiencing sex that I think is important as a basis for giving the right ideas to children."

However, a young campus bride said in a discussion, "You unmarried girls have real problems, but for us life is much easier than it used to be. We have problems, too, but not sex ones."

Some of the marriage films used in conferences have stimulated discussions about companionship between husband and wife. One film, *Who's Right?*, portrays a wife's mounting anger at her husband's preoccupation with his job activities to the exclusion of any interest in her or the meal she has carefully planned and served. One young wife made this comment, "Perhaps he should have noticed her and commented on the meal, but if she's as self-centered as the film indicates and can't share his day's concerns with him, then how can she be a good mother, since motherhood requires that one give oneself to others in the family? She would poison her children with vicious ideas about their father and about her self-sacrifice, and would demand all their time, too."

There is great variety in these young couples' comments about the degree to which real companionship with one's husband does exist. One young wife complained not only of a lack of companionship with her husband, but of actual hostility between them in his leisure hours. She said, "John reads and reads, every evening, but I just don't have time for that. I am sure that he thinks I am a nonentity because I don't know what's going on in the world. But I have the children under foot all day and then when he comes home at night, what do I have to do? I have to iron his shirts while he sits and reads. It just isn't fair." It had not occurred to her that her

own deep feelings might have had some bearing on her deliberate plan to show how hardworking she was while her husband tried to relax.

Another young wife countered with this comment, "I plan to be free when my husband comes home. I don't want to lose the pleasure we have in being together. I have the children fed and ready for bed when he comes in. Then he spends some time with them and reads bedtime stories to them. We really plan time just for ourselves."

In a discussion on home furnishings, one young wife surprised the group by saying, "We started our married life with old furniture in our house even though we had some money set aside. We decided that we would come to know each other's tastes in furnishings much better after we had lived together for a while. Our real friends understood our plan and have enjoyed our junky furniture with us. As for the rest, we don't care what they think!"

Money matters

Young married couples show enthusiasm for discussions of financial matters such as budgeting and judging financial progress. They want to know about life insurance policies that will help pay for their children's education. It was interesting that 75 percent of the young people answering questions about their personal concerns indicated an anxiety about being able to pay their bills. Some of the problems that young couples face are the high cost of medical care for themselves and their children, and the courage it takes not to buy the many things that the neighbors and their children get on easy credit terms.

The threat of displacement by automation and the uncertainties of military service for many men, plus the demand for workers in many occupations (such as the secretarial) for which young wives often are trained, are frequently cited reasons for the young married couple to become a two-income family. One young woman said, "I worked until Judy was born and now I feel lost without a regular income. All through school I had an allowance, then my pay check. Now when I want something special there never seems to be money for it, so after a little bickering about finances I park the baby with mother and sell dresses two days a week till I earn what I need."

Another said, "I plan to keep on working. We have a built-in baby sitter since my mother lives with us. As long as my husband has no objections, why not? We share and share alike on income, on housework, and on free nights out."

A young wife with a small child had different ideas about sharing. She remarked in a small group, "My husband and I watered down our romance with too much sharing. Everything was too business-like. We shared our income, our home with parents, our chores. I guess we shared right down to the point where my husband began to look elsewhere for some adventure and romance. He found it with a young wife in our town. If I had it to do over again, I'd do less scheduling."

Outright support by the parents when young married couples are in college, or

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special support when there are babies, is common these days. One young man whose mother was paying for an apartment for him and his family said, "My mother has never seen my wife or baby. Her mother has never seen me. What a riot of relationships we'll have this summer when we go the rounds!"

Tentative generalizations

Perhaps no two people listening to these bits of conversation and thinking over their own associations with young married couples would come to the same conclusions, but as I think of the meaning of these discussions, I believe that a few cautious generalizations can be made.

There seems no question but that the young people who are our average young married couples do have endurance, fortitude, and health, qualities which serve them in good stead as parents. The thought of having household help (a vanishing "commodity") does not occur to most of them, for they are living in a period in which they must rely upon themselves or on neighbors in the kind of group which shares one another's problems.

Such groups are often found on college campuses, in housing developments, or on military bases. Some years ago when the population was less mobile than now, many young couples lived near one or both sets of parents. There was humor and pathos in the sociological phenomenon of the wife's "going home to mother." Today many parents are not close by, and those who are, are used more as baby sitters than as emotional leaning posts. Most of these young couples expect to be on their own emotionally even when they receive some financial support from their families. (Whether the older generation finds this acceptable, and can continue to give funds while refraining from interference, is an unexplored but interesting question.)

These young persons rely heavily on the baby sitter and choose carefully the event for which they will budget her wages. Some young children have a succession of different persons caring for them, such as the regular baby sitter, the "anyone we can get" for an unexpected happening, or a series of sitters when the mothers take turns through a cooperative neighborhood arrangement. Often babies and young children are carried in baskets and watched over by one sitter at a school or church affair. When the children are older, there is a tendency for whole families to find recreation together.

There seems to be a more relaxed mode of housekeeping, and more informality in living than was evident a generation ago. The unhappiness that sometimes occurs in these young families seems more related to a lack of opportunity to achieve companionship and intellectual stimulation than to dissatisfaction with material goods. When there is keen competition among neighborhood families to possess worldly goods, husbands and wives often enjoy their joint struggle to achieve their goal.

Difficulties with physical relationships often are related to a too-conscious attempt at perfection. Physiological material is at the disposal of young couples and is read, but as a group these young people are often confused in their understanding of their roles as persons. Some say their sex life and their intellectual life work at cross purposes, though in highly romantic relationships these problems are often overshadowed for a period of time by the pure pleasure of the physical situation. Many early marriages still occur between those who are desperately in love, but a great many marriages today are also the logical result of a marriage-like way of life that began with steady dating during high school. The "old shoe" manner of adjustment may persist in the marriage.

Interest in mental health

Results from an inquiry sent to young people asking for their suggestions for discussion and for reading materials yielded high priorities in the areas of mental health and its relation to personal and family relations. They wrote, "We want to acquire

a broader outlook and more understanding about ourselves and our children." "We want to know how to maintain family unity." "How can we create opportunities for happiness?" "How can we do a better job in the mental and physical development of children?"

Present-day young fathers and mothers sometimes seem short on ideas of how to bring up their children to have moral and spiritual values. They themselves were more motivated by the code of their own age group than by traditional patterns of morality that were handed down to them. Perhaps for this reason they may find it hard to formulate their values and put them into words.

In addition to these straws in the wind, we will have to find out many other things if we are to help young couples capitalize on their assets and cope with their special problems in bringing up their children. After all, these children will be growing up in settings very different from those to which our society — up to this point — has become increasingly accustomed. The informality and actual, practical need for neighborly cooperation is perhaps more reminiscent of frontier life and the small town customs of several generations ago than of anything today's grandparents knew as children. At the same time, the economic picture is composed of the very most modern elements.

What standards will emerge?

How will the two mix, and what will be the outcome as it relates to the behavior, standards and values of the growing youngsters? For instance, one wonders whether many young parents who live in informal, cooperative relationships with other families find it difficult to develop in their children a respect for personal property and the rights of other individuals? Do parents who have convictions about the obligation to respect the wishes, needs and rights of others have the help they need in training their children for this important area of citizenship?

Again, how can the freshness and independence of this age group be channeled so that these qualities can be used in family relationships in a way that will be a positive thrust at combatting an overdose of conformity?

There are many other questions that all of us could raise. But wherever we lay the emphasis, it seems obvious that more of us should push our thoughts beyond listing the benefits of youthful marriages and into better informed and more imaginative ways of helping this large and important segment of our population with their special problems, and particularly with the successful rearing of their children.

What is being done throughout the world to raise our standards of mental and emotional health? What steps are being taken to translate new discoveries into practical tools for administrators and workers—both lay and professional—to use to achieve these standards? To be informed, subscribe now to

WORLD MENTAL HEALTH

published quarterly by the World Federation for Mental Health, 19 Manchester St., London, W.I, England, $1.00 per year (no additional charge for postage). Better yet, take out an Associate Membership, at $5.00 per year, which includes a subscription.

Training program enlarged

The program of training Public Health Nurses in the leading of parent discussion groups, which the CSAA has undertaken for the N. Y. State Health Department and the U.S. Children's Bureau (See CHILD STUDY magazine, Summer, 1954), is being extended into a second year on an enlarged scale. The scope of the program will now encompass also training for work with groups of expectant parents. In addition to Public Health Nurses, a group of nurses from hospitals will participate.

Mrs. Aline B. Auerbach, coordinator of the training program, has been requested to report on it at the forthcoming meeting of the American Public Health Association in Kansas City, Mo.

Letters from various sections of the country indicate the widespread interest in this program.

The facts of money:

a neglected area of education

An interview with Sylvia F. Porter

The intangibles of money are important. But learning about its actual management is also vital for children. Here are the thoughtful and practical suggestions of a financial expert

Sound education about money, its meaning, value and management, is often a sadly neglected item in the American family's plans for bringing up its children. Sylvia Porter, whose column on economic matters in the *New York Post* and newspapers throughout the United States has opened that mysterious realm to many who were formerly financial illiterates, feels that a more thoughtful approach to this problem on the part of parents and teachers—and a sound program beginning with children of first grade age—is a serious need. "Not only does money come into practically every part of our lives, in one way or another," she said in a recent interview for CHILD STUDY, "but there is a particular need for children and adolescents to know about it today. First, there is the fact that in many families both parents are earners, and the child should know what they are up to and why they are both away from home so much of the time. Second, the children of today are exposed to the idea of spending as no other generation of youngsters has ever been before. Even the child of pre-reading age is given the 'box top' treatment almost daily—my own child recognizes many trade marks on trucks or in ads (from having seen the TV commercials), even though she cannot yet spell out the actual words. And she knows that these are things you are supposed to want and to get by buying them."

By five, the average child begins to be aware that one goes to work to get the things one needs and enjoys. A year or two later, Miss Porter thinks, this idea can be at least partially translated into his own terms in two ways: by starting him on a small allowance and by introducing the idea of saving for some relatively big treat or purchase. Most children can understand the choices before them better if, instead of saying, "Here's 25 cents, better not spend it all now, because there won't be any more till next week," the parent says, "This will get you the cap you were looking at the other day, or two of the balls at the drug store." There is no use in confusing the child with too many choices, but pointing out that two balls equal one cap—and that if he wants to hang onto his allowance, in two weeks he can buy a space gun—does give him some sense of the relative value of money. Also,

it might be a good idea occasionally to say, "That's about what I paid for the can of tuna fish we had at lunch," or, "I got this story book today for two quarters."

Miss Porter doesn't think that there is anything in the least old-fashioned or unreasonable in handing on the penny-saved-is-a-penny-earned idea to our children, or that we can leave the virtues of thrift to the primers of the past. Indeed, the advantages of saving will need to be especially well learned by a generation that handles an astonishingly large slice of the nation's wealth by the time they are in their teens. Last year, for example, more than seven million young people between the ages of 14 and 19 earned over three billion dollars, and through one school savings plan, 3,800,000 pupils had 125 million dollars in savings bank accounts.

Individually, however, many of these youngsters were having quite a struggle to make ends meet. Some of them were contributing to family budgets, others helping with school or college expenses or using their earnings in place of allowances during the school year. How well did they do in getting the most from their money?

There are no data on that, but the chances are they did better if they had heard some of the radio and TV programs that direct discussions on money to this audience, or read some of the materials which also are written with their particular problems in mind, or seen some of the movies on economics that have been shown at many schools over the country in recent years. In the book *Managing Your Money,* which Miss Porter wrote with J. K. Lasser, there is sound advice on budgeting for a college allowance that almost (though not deceptively!) makes the process sound like fun. (Two especially cogent tips to the college reader: don't try to kid yourself on probable expenditures—if you know that you are going to want a couple of sodas a week, allow for them. And keep simple but consistent records, both for your own satisfaction and so that, in case the allowance just won't cover expenses, you can explain your problems to your parents with figures instead of begging letters in purple prose. Also, Miss Porter suggests that the things for which you are to be responsible be very carefully listed *before* the allowance starts, in a paper-and-pencil conference with your parents.)

Did Miss Porter see any threat in our free spending economy to the character and standards of the younger generation? To this question Miss Porter answered by pointing to the statistics of earning and saving which seem to indicate that in money matters our young people are far from being a heedless and spendthrift group. "There is the danger, though" she added, "that since comparatively few have had the experience of real privation or unemployment that used to be so common in other days, they might be pretty badly hit by hard times. Whether they have the resources within themselves to meet any such conditions with toughness and initiative is hard to know." At the same time, she feels that there is a certain economic value in the fact that a generation has grown up with such high expectations, since they are more likely to take vigorous steps to prevent a serious slump: "They just wouldn't stand for it."

Many parents who see their children becoming increasingly accustomed to all sorts of comforts and pleasures have wondered uneasily whether the coming generation would grow up without a sense of the relation between effort and reward. What about, for instance, the precepts of honesty and

fairness versus the quick buck and gambling psychology? Here Miss Porter agrees with the students of child development who have long noted that children pick up their attitudes largely from their home experiences, and pick them up early. The case of the parent who boasts of having evaded the income tax is often mentioned in this connection, but Miss Porter carries this one step further: "A parent who wants to give his child a real sense of responsibility, should not only do an honest job on his tax returns, but should avoid treating the whole subject of taxes as mere necessary evils—the *why* of taxes should be much more clearly presented." Miss Porter admits that this will take some revision of parental attitudes, too!

One way in which many youngsters, the boys particularly, get a false idea about money is through the big sums they earn during vacations doing manual labor. Miss Porter thinks that this gives them a rather distorted sense of their own earning capacity and the importance of their contribution, and that parents should be careful to point out that for many of them the pay in their real lifetime careers will be considerably smaller, at least for some time. Here the question of values that are *not* buyable with money enters in, and again, parents can only be convincing on this score if they themselves have the kind of respect for money that is sound and realistic, but which allows plenty of margin for the satisfactions and values that don't come over the counter.

Cooperation in the family—dream or possibility?

By Walter Bonime, M.D.

Is sibling rivalry inevitable? Must adults and children both vie for position in the family? Dr. Bonime presents an unconventional point of view on a common problem

Privileges, responsibilities and cooperation, and the way they are handled, are at the core of all family relationships. Privileges always have a pleasant connotation. They are something that we like to offer and like to receive. Cooperation is something that almost every one finds an acceptable, even a wonderful goal. When we start talking about responsibility, however, people are apt to feel a bit disturbed. Those who have to assign responsibility tend to become either rather truculent or constrained, while those who have to accept responsibility begin to feel a little wary.

Perhaps the chief reason for this is that, in the course of our development, responsibility so often appears to us as a necessary evil. This attitude is especially common in our children, and is a source of a great deal of family trouble. Responsibility is thought of as something in contrast

to pleasure. The feeling that responsibility is unpleasant seems to come from connecting it with that which is imposed from without, while pleasure is associated with the individual's freedom of choice.

Must responsibility be disagreeable?

To regard responsibility as coercion is, I think you will all agree, a distortion. Actually as mothers and fathers you have all participated in happy activities in which you and your children have found that responsibilities could be shared and accepted without this sense that they are a matter of enforcement.

Let us take for example the situation in which a four- or five-year-old is permitted to wash his own hands and face and comb his hair. This is the beginning of his being permitted to function on a more grownup level. You do not insist upon his grooming himself. His being permitted to do so is for him an increase in freedom and a privilege. Certainly he takes pride in his actual skill, but he also experiences pride in your recognition of his skill, and enjoys your giving him the freedom to exercise it. This encouraging of his development, this giving him freedom to grow, and your pleasure in his enjoyment and expanding capacity to function, are the essence of both love and pedagogy.

In this small incident there was no imposition of wills. Your child did not force you to let him do anything, and you did not force him to do something. You helped him to grow as a child and, through this activity, you were able to grow as a parent. Through this small, mutual activity, both of you achieved a kind and degree of growth that neither of you could have attained isolated from one another.

Of course, in this instance, the child is not aware of this two-way process. But as he grows older, if this kind of incident is multiplied, and if this spirit continues in the relationship between him and his parents, the child himself gradually develops the capacity to recognize and *consciously* to cooperate in the fulfillment of the needs of others. At first, the child may consciously respond only to the necessities of younger children or contemporaries. He may pick up a baby's toy and put it back in the crib, help a smaller child button his coat, call a mother's attention to another child's difficulties, or share a piece of candy or a cooky. His concept of adults is that they can supply all their own needs. As he grows, he gradually becomes aware that older people, too, need help, and that he can play a part in making things easier or more pleasant for them. Even at nine or ten a child might, for example, begin to call his parents' attention to a newspaper headline or a TV program which he has come to recognize is a matter of interest to them. A few years later such a child might spontaneously offer to contribute to a strained family budget from his earnings as a sitter or in some other job.

These are examples of relatively insignificant situations which, nevertheless, do point the general direction toward a way of family life that fosters the development of cooperative personalities.

This is, however, not the way of life in many families. Even where we actively pursue this goal, we only partially succeed. Somehow, in the evolution of each individual family, corrupting forces interfere with the establishment of cooperative behavior. The problems of privileges and responsibility become associated not with expanding function and growth, but with feelings of coercion, rebellion, and dispute.

A more common pattern

Let us take a look at a Sunday morning family situation that will serve for purposes of discussion. This hypothetical family consists of nice people. Mother is in the kitchen making pancakes because the family loves pancakes, especially the way she makes them. She is a wee bit disgruntled because she went to bed just as late as her husband, who is still getting a little extra time in bed. She is also a bit peeved because Bobby and Sue, aged 9 and 14 respectively, had squabbled at 7:30

A.M. which woke both parents and brought from Dad the remark, "Why can't you teach those kids to be quiet on Sunday morning?"

It is now an hour later, and Mother is busy in the kitchen. Dad puts on his bathrobe and comes to the dinette beaming and benevolent, sniffing appreciatively. He says, "Bobby, old man, will you please go to the front door and get the newspaper?"

Bobby, fiercely jealous of his rights and not to be conned into extra service by an affable approach, says, "It's Sue's turn."

But Sue is still in the bathroom combing her hair, and Dad, irked by the ineffectuality of his expansive manner, says, "It's bad enough you woke me up at 7:30 without giving me an argument now about the newspaper! Hurry up and get it."

Bobby, responding to the particular tone of voice in which his father combines the order with the indictment, goes for the paper, but shouts that Sue gets away with everything, she made just as much noise as he did, and she always gets away with everything!

Dad smarts under Bobby's accusation of favoritism, and attempts to nullify the accusation by shouting to Sue to hurry out of the bathroom. He scolds her when she arrives at the table for not being interested in anything but her own appearance, and adds that a young lady of her age ought to be helping her mother in the kitchen.

She answers, "Who wants to do any helping around here, when you scold me as though I were still just a child?"

Dad ducks a well-made point by taking a mouthful of pancake, declaring with excessive geniality that they are delicious, that nobody can make pancakes like Mom's. With this declaration he buries his head in the newspaper.

Bobby immediately says, "I don't see why I can't read at the table if you do!"

At this point Mother seats herself at the table, feeling neglected and shut out by the newspaper. She becomes vexed and self-righteous as she faces two disgruntled children, and feels she has to carry the burdens of parenthood alone. She says to her husband, somewhat acidly, "Can't *you* do something to make Sunday mornings a little pleasanter?" And, turning to her son and daughter, whose mouths are stuffed with pancake, she says, "Bobby! Sue! Will one of you please pass the syrup and not think only of yourselves?"

What's wrong?

Well, what's wrong with this picture? Essentially what's wrong is that everybody is either looking for privileges or seeking to avoid or impose responsibilities. The whole atmosphere is one of a contest of wills, vying for position, scoring points over one another. How different this is from the cooperative picture that we observed, in which the little four- or five-year-old was happily seeking the privilege of greater responsibility, and his parents were spontaneously supporting his effort to grow up. In this latter picture, there was no contest of wills. And the four- or five-year-old of this family, if he continued to meet with similar experiences, would at nine or ten be spontaneously reciprocating his parents' interest.

The Sunday morning scene in our second family is marked by a lack of interest in fulfilling the needs of others, and a lack of responsibility toward the other members of the family group. Each tends to avoid his responsibilities toward the others while striving to achieve for himself the privileges he feels are his due.

All of the values that the members of this family speak for are, nevertheless, indisputably good and reasonable ones. Mother wants the family to be harmonious, happy and well cared for; Bobby wants fairness; Sue is in favor of treating people with respect commensurate with their age; and Dad wants to dispense even-handed justice. Yet in the pursuit of these fine goals a great deal of tension and unhappiness result. How can it come about that the pursuit of decent objectives leads to acrimony and dissatisfaction?

We have seen that this family is not working together as a group toward the better functioning of each individual. Instead, each member is working in isolation to achieve his own exclusive ends. Each, moreover, believes that the others do not really want him to get what he needs, and that he must fight against them to prevail over their objections and interference. Sue, for example, does not feel that her parents are willing for her to grow up. She certainly does not feel that they want to *help* her to grow up. She asserts the privileges of staying in the bathroom as long as she pleases and showing that she is mistress of her own time. To her, cooperating with the family is childish acquiescence. Rebelling against the family's necessary demands upon her is being victorious in the battle to be grown up. In this process she is not really maturing—she is winning points.

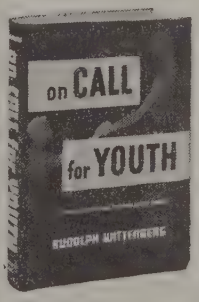
In this competitive struggle, Dad is out to win points, too. He is not going to concede her maturity unless she recognizes that he is still an authority in his household. He refuses to yield to her the privileges of adulthood unless she yields to his demands that she accept responsibilities. At the same time, he is not going to lower his score by being exposed as a despot. He counters any implications of despotism by exaggerating his benevolence, by an affectionate preface to his order, "Bobby, old man!" and by his overweening praise of the pancakes. Lest he lose points to Bobby, who accuses him of favoritism, he quickly rebukes Sue. Then, as he faces his two disgruntled children, he feels defeated, and rather than face further losses, he dodges behind the headlines.

Bobby is out to score against his father, and deftly chooses the most effective weapon against a parent who prides himself on fairness. He accuses him of ducking his responsibility to be fair by giving Sue undue privileges. In this instance the attack is particularly effective because while scoring against Dad he also scores against his sister, who gets a scolding because of Bobby's telling complaint.

Mother feels heavily the burden of her losses in the total competitive struggle. Getting out of bed earlier than her husband, she dimly resents his scoring against her with his male prerogatives and privileges, both by lingering in bed and by imposing upon her the responsibility for keeping the children in line for his comfort. She has invested dutifulness and generosity for the benefit of the family, and all this they take without repayment in kind. As she seats herself, she makes a desperate attempt to achieve at least a moral victory by making them all feel guilty, scoring against her children's selfishness and her husband's refusal to accept his responsibilities.

Thus we have a picture of a family idealistically committed to an excellent code of social behavior. They are looking for harmony, justice, good will and respect. The expressed or implied goals are not their real objectives, however, but are

When teen-agers say,



"I'm in love..."
"I'm no good..."
"I don't care..."

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instead righteous clubs wielded by each in his attempt to dominate over the others.

Speaking generally, this kind of perversion of good social objectives into competitive weapons occurs only to a certain degree, which varies from person to person, from situation to situation and from family to family. Whatever is good and healthy in any family comes from the *genuine* and cooperative pursuit of these same goals. To the extent, however, that competitiveness enters into the relationships among the members of the family, the pursuit of constructive goals is subverted. And to that extent the family is disrupted and unhappy.

The roots of competition

What is the origin of the competitiveness in the relationships among the members of the family? How did Dad and Mother and Bobby and Sue get to be this way? People become what they are through the experiences they have in the course of their development. Throughout the culture in which all of us grow up, there are infinite competitive tensions pervading most of our activities. We are always competing in the workaday world, for jobs, for raises, for professional status. There is an endless competition between the sexes, for domination both in prestige and power. Socially we vie with one another for recognition, and we strive to outdo each other intellectually. When we are younger we fight against the domination of our elders, and when we are older we struggle to impose our seniority. In our pervasively competitive existence, is it any wonder, then, that competitiveness should be reflected in the relationships between husband and wife, between siblings, and finally between parents and children, too?

Are we to draw the conclusion, then, that, since we all grow up having our personalities molded to some extent by the competitiveness in our experience with others, it is hopeless even to try for a cooperative family life? No, indeed. We have some serious problems to stuggle with, but we must also bear in mind that we are human beings, with a unique potentiality for genuine cooperative living.

In all of the distortions of the relationships in our Sunday-morning family, the disrupting element was the attempt on the part of each individual to triumph over the others. This preoccupation with defeating others is the essence of competitiveness. If you are competitive, you can't enjoy a good game of tennis without winning. A competitive person can't enjoy a relationship within a family without winning. Competitive parents, whether they are aware of it or not, tend to be preoccupied with who's boss, instead of how they can help their children to be responsible and independent masters of their own social and individual functions. In their competitive striving to control their children, they often use privileges to manipulate them into accepting responsibilities.

All of us, looking at our family life, will recognize some of the elements of the Sunday-morning family. All of us are involved to some degree in competitive relationships with the other members of our families. This competitiveness is one of the most difficult things to recognize in ourselves. It is often one of the simplest things to recognize in others.

Is rivalry an inborn tendency?

It is unfortunately even dignified in much psychiatric thinking and teaching as a normal developmental manifestation. One family aspect of competitiveness is known as "sibling rivalry." I may shock you a bit if I give it as my opinion that there is no such thing as "normal sibling rivalry." What is called sibling rivalry is competitiveness among the children of a family, growing out of the competitiveness that is practiced by that family. The term "sibling rivalry" condones competitiveness in children as though it were innate. There is no scientific proof that such rivalry develops from a natural, inborn tendency. The fact that it occurs extremely commonly still does not prove that it is innate. Not

very long ago women were considered "innately" incapable of careers in business, science or politics. The widespread evidence that they did not engage in these careers certainly did not prove, as we now know, any innate incapacity. A *change in the conditions of women's development* has shown their enormous potential for the most extensive and varied achievement, and has completely exploded the concept that women are by nature incapable of any but domestic pursuits.

The influence of experience

Just as the dogma of woman's inherent limitations obscured the fact that these limitations were due to certain restrictions of her development, so also the concept that sibling rivalry is innate obscures its real derivation from the child's experiences with other people. Commonplace evidence for this view that sibling rivalry is learned and not inevitable is provided when parents make conscious and often successful efforts (for instance with the advent of a second child) to pave the way for mutual affection between children. When we succeed in establishing this cooperative attitude, we wrongly interpret the outcome as having headed off an otherwise naturally developing competitiveness, which we term sibling rivalry. We have actually "headed off" nothing that would develop "naturally." What we have done has been to avoid mistakes that would engender rivalry and instead done things to cultivate in our children their human potential for cooperative living. To put it briefly, our children develop, by the way we deal with them, *either* sibling rivalry *or* sibling cooperativeness. Most of us, having grown up with a certain amount of competitiveness because of our own damaging experience, and with constructive, cooperative elements in our personalities through healthier experiences, develop in our children some of both.

If we cannot assign the competitiveness in our children to a so-called natural evolution of their human nature, if we have to take the blame for it ourselves, we may be dismayed. On the other hand, we can take comfort from recognizing that, much more than we thought, it is within our own power to help them develop healthy and cooperative personalities.

The difficulties of changing

The task is a difficult one when we have to face up to the problem for the 99th time when Bobby and Sue are already 9 and 14. As has been indicated, part of the difficulty of facing up to the problem is our own competitiveness, which often takes such subtle forms. It is so difficult, even for enlightened people, to give more than lip service to being wrong. Many people will go on for years stubbornly repeating the same mistakes because a real change in behavior would constitute an acknowledgment that they have been wrong, not just in the abstract, but in a thousand specific instances. This unwillingness to change may, ironically, even be rationalized as being better for the children, because it preserves their faith in the judgment, the firmness and the consistency of the parents.

Often one of the big obstacles to change

United Nations Week

October 16th-24th is United Nations Week this year. As readers of CHILD STUDY know, this magazine has from time to time carried items about the spectacular results obtained by the United Nation's Children's Fund in helping children all over the world. But this is not the only United Nations agency working to alleviate the sickness, poverty and ignorance that threaten the world's future by undermining the health and mental stature of millions of children. The World Health Organization and UNESCO, to mention only two, are among the partners in this vital struggle. Therefore we urge all friends of children to take part in celebrating United Nations Week and in helping to see that the many branches of the UN's work are better understood throughout the country.

is the competitiveness between the parents themselves. A change of behavior may mean losing points to one's spouse. Parents often lose the benefits of psychiatric consultation itself when one parent takes the advice of the psychiatrist and uses it as a club against the other, saying, "That's what I've been telling you all the time!" We can't bring up non-competitive children unless we as parents are authentically cooperative in the process. To be authentically cooperative, we must do more than discuss and make good resolutions. We must change our behavior.

Examining our mistakes

Let's say, then, that we've made some mistakes with Sue, and she's 14 and distressingly competitive with us. Let's not fall into the easy pitfall of thinking that by a natural evolution she has reached a stage of rebelliousness. It is important for us to ask ourselves what mistakes of commission or omission we are making that are causing Sue to feel squelched. Let's approach the problem with a recognition that Sue is beginning to be a young woman, that she *wants* to be a young woman, and that this is a healthy desire. Let us state the problem as, "What can we do to help our daughter become a woman, and what must we stop doing because it interferes with this process?" Of course, nobody can guarantee that if we ask ourselves these questions we'll come up with the right answers. But let's do the best we can.

Forcing responsibility doesn't work

Let's not, by all means, feel that we're giving Sue a privilege by letting her grow up. Nor does she owe us responsibilities in repayment. If we force responsibilities upon her, she makes the mistake of avoiding them, feeling that by this rebellion she is asserting her right to grow up. Actually, she needs to adopt these responsibilities *in order* to grow up. We must keep the privileges and responsibilities out of a competitive framework, in order that Sue may readily adopt the responsibilities that further her maturity.

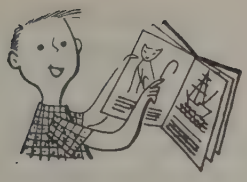
We must also be careful not to treat Sue on a level with Bobby, or try to give Bobby at 9 what is only possible for Sue at 14; we tend to do this sort of thing competitively to demonstrate to Bobby that we are completely fair. Let us address ourselves to Bobby as an individual, and offer him not what Sue has but what he needs.

In dealing with Sue and Bobby, we have to sit down as man and wife, recognizing that we all have a certain amount of competitive tendency to prove who's right and who's wrong. Then, struggling against this obstacle, let's work out a consistent approach to helping our children fulfill their needs. We have to face a further danger at this point. Once we've decided to rectify some mistakes, let's not get into a lot of talk with our children. Let's not declare our intentions with the real though unexpressed demand upon them that they get busy and reciprocate. Let's get right down to the business of changing what we are doing. The children will respond always, although not immediately, to what we are doing. When you have a long backlog of competitive behavior, it takes a long time to achieve real change.

What is family cooperation?

What, then, is the cooperative spirit of family living that we should like to achieve? It is working together with mutual regard for the necessities of others, and with regard also for the fulfillment of our own necessities. It is, therefore, working together in such a way that the necessities of each are *better* fulfilled through joint activity than through isolated activity. This is the essence of cooperativeness.

If we struggle against the competitiveness in our personalities, if we struggle to achieve real cooperativeness in the family, we have accepted both the privileges and responsibilities of parenthood. We have also established a healthy framework of thinking and action regarding privileges and responsibilities for our children.



On selecting books for children

The task of choosing books for children* is never-ending and delightful. It is also challenging, and often puzzling. Publishers, authors and artists outdo themselves and each other to produce books that are both beautiful and good, books with eye appeal for parents, subject appeal for teachers, interest appeal for youngsters. How is the adult reviewer to match her judgment with that of the young reader or listener? We can only see these books with adult eyes. Nevertheless, some selection there must be, for the youngsters cannot possibly find their own way through the vast number of books available today.

In many years of reading books and evaluating them, the Children's Book Committee has found that the individual approach developed through long contact with children and their books is more reliable than any set rules. However, there are some criteria which have guided the committee in its selections.

Many factors must be considered in reviewing children's books. Such general terms as "literary merit" and "integrity" or such judgments as "trashy," or "mediocre" need to be defined more sharply and this is not always easy. "Readable" may sometimes be synonymous with "easy-to-read," sometimes with "exceptionally well written." In both blurbs and reviews, the committee tries to be as specific on this, and other points, as possible.

Truthfulness on the part of the author is of great importance in children's books; looking at it negatively we might say that over-sentimentalized or over-grim pictures of life are not truthful. Without demanding realism in its narrowest sense, we may demand reality. Ideas and ideals may be as real as facts.

In stories dealing with "life situations," at whatever age level, we ask that plots be believable and well developed, that characters come alive on the pages, that the values presented be honest and the basic philosophy affirmative. "Bad people" have a place in literature, as in life, but there is no place in a children's book for evil triumphant enough to threaten the young reader's faith in the good things of life. Personal relationships between characters should be convincing and sympathetic. Emotional problems call for deft handling, with insight into the feelings of children.

It isn't always easy to predict the emotional impact of certain stories on certain children. How much can they safely take of stark reality in stories of misfortune, unhappiness or death, or of the unceasing struggle for existence? Here the maturity of the child is a determining factor. The impact of sudden, violent death in Pearl Buck's *The Big Wave,* or the law of the

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* Out of the more than 1200 children's books published in the United States each year, the Children's Book Committee of the Child Study Association of America selects and prepares a list from which parents in turn can choose the ones they think will appeal to their particular boy or girl. This Annual List appears in the Winter issue of CHILD STUDY magazine.

survival of the fittest in Disney's *Living Desert* may be devastating at seven and maturing later on. Therefore, these books must be carefully listed for an appropriate age group.

The morality and ethics of a story must be viewed within the framework of the ethical and moral climate of the time and place of the story. The morality of *The Arabian Nights,* for example, and the ethics of many of our traditional folk tales, would hardly be acceptable in a story of today's world. Mark Twain's "Nigger Jim" in *Huckleberry Finn* and Cooper's "savages" in his *Leatherstocking Tales,* are part of the climate of their times; these designations of the Negro and the Indian would have a different and much more destructive implication in a book written today.

The effect on children of the cruelty and cunning in some old folks tales is hard to gauge. To some children the frank aggression of these deeply rooted tales seems satisfying, to others it is disturbing. Certainly for younger children they do not seem suitable at all. Parents, who know their own children's capacity, can be the best judges here.

Stories of fantasy and nonsense cannot conform to set criteria. Who can chart a course for flights of imagination? Yet even here one finds certain indispensable ingredients. The best of our fantasy literature, like *Mary Poppins* and *Alice in Wonderland,* takes off from a firm base of familiar reality. The story has the ring of truth, and the young reader finds it almost believable because the author half believes his own tale as he tells it. The cream puff and pink cloud type of fantasy, with its sticky, sentimental view of childhood, is hardly for today's youngsters.

Some types of fantasy, as some kinds of nonsense, are not for the very young whose experiences are still too few to afford a ready contrast between the real and the unreal or absurd. Good nonsense, for any age, also starts from a springboard of reality. One might almost say that nonsense has to make sense, as in the Dr. Seuss fantasies, and the *Freddy* books of Walter Brooks.

Subjective fantasy, as exemplified by Ruth Kraus' *I'll be You and You be Me,* which seems to see inside the young listener's thoughts, may seem to some an intrusion into the privacy of childhood. It may be questionable whether children *want* their thoughts so thoroughly understood by adults. Difficult to assess, too, is that group of books which seeks to meet and assuage certain childhood problems: to overcome fear of the dark or of the doctor, to cure selfishness, laziness and so on. Will a small boy, for instance, derive anything but confusion from a beautiful picture book which suggests that the actual heartbeat in the human body is stilled by selfishness and depends for its life upon compassion?

Stories about children of other lands suggest their own criteria. They must, to be sure, present an authentic picture, correct in feeling and detail. But no matter how accurate the background, the land and its people will fail to interest young readers if the story is dull and the characters mere vehicles for information on native customs. Stories of this kind will succeed if they tell the child the things *he* wants to know rather than what *we* want to have him know.

Similar standards might be applied to historical studies and biography, of which there has been such an outpouring in recent years. To present accurate pictures of men and events is not enough. The breath of life must be in these pictures. The hero or heroine of a biography need not be idealized, either, to make him or her acceptable to young readers. Flaws of character and experience of failure often serve to bring the human qualities of great men and women closer to the young reader.

Then there is that vast and growing flood of informational books: will a book with excellent and wanted information fail of its purpose if it is dipped in sugar-

coating? Or if it looks deceptively childish? At what age are children interested in various matters? Generally speaking, children prefer their information straight. It must, of course, be accurate and authentic. The span of a child's interest in a special subject is unpredictable, and the boy or girl who is really interested will often range happily from the most childish to the most technical presentation.

Boys—and girls, too—are entitled to a brush with danger in their reading, and the breath-taking adventure yarn offers them this. Neither the goody-goody young hero of such adventure tales as the "series" books, nor the one who successfully breaks the law, with adult approval or connivance, is acceptable. More to be desired is the believable youngster who gropes his way through trial and error to an inner honesty. In fact, the character delineation of the hero might serve as a dividing line between trash and treasure. In *The Prairie Years,* for example, Carl Sandburg recounts how he stole apples and hopped rides on freights; these exploits were not an end in themselves, but a means towards growing up.

Definition of literary quality is always perplexing. It is so easy to confuse "literary" with "precious," and "readable" with "undemanding." There is always a great need for easy-to-read books because often an uncertain reader is frightened off by a page of solid type. A book "without pictures or conversation" is hard going even for adults — how much more so for the unskilled young! Many children, even in their teens, find great satisfaction in easy-to-read stories, and such books, while they may not be immortal, have an important function.

A story that has pace and emotional depth and vividness of style is a literary work. Of course it is readable, but not necessarily easy reading. Just as there are children who need easy reading, there are others who enjoy the challenge of unexpected turns of phrase and allusive overtones to be found in such classics as *Treasure Island* and *Robinson Crusoe,* as well as some of the outstanding books of more recent vintage. Books that are overwritten, pretentious and ponderous are not recommended, however elegant their format.

In its final form, the annual children's book list of the Child Study Association represents a balance—for there are many kinds of children, as there are many kinds of books, and the differing needs of children must be considered. For the youngest group, picture books and simple rhythmic stories of everyday and not-so-everyday life make up the list. At older age levels, however, there are included books for reluctant as well as eager readers, for sports fans and young scientists, for the dreamer and the doer, for the child who asks first, "Is it true?" and the one who asks for "Once upon a time." Often and often these many children are one child who experiments with books as he experiments with behavior patterns according to the need of the moment. No child can be put into a category.

The lists are prepared with the hope that parents, teachers and librarians will find in them something to meet the varying moods of children who look to them for help in finding the equally varying joys offered by the world of books.

JOSETTE FRANK
and HELEN PLOTZ
for the Children's Book Committee

A significant anniversary

August 15th marked the 20th anniversary of the passage of the Social Security Act. This legislation initiated the programs on maternal and child health, child welfare services and services to crippled children from which hundreds of thousands of children and their parents have benefitted. The magnitude of these programs and their outstanding achievements are well documented in the July-August issue of *Children,* the periodical of the U.S. Children's Bureau. This issue may be purchased through the Supt. of Documents, Government Printing Office, Washington, D. C., at 25c a copy.

Parents speaking—

Why are we uncomfortable when children ask about money?

The Child Study Association of America has the opportunity to know many parent discussion groups, and their leaders, both at the Association's headquarters in New York City and in other settings.

The following discussion took place at the seventh of a 12-session series of meetings of parents of children 10 to 14 years of age. Names and minor details have been changed to preserve the anonymity of these families, and the contribution of the leader has been omitted in order to highlight the words and situations as the parents presented them.

"I was wondering," Mrs. Starr said, as the discussion started, "how thoroughly we should answer our children's questions about the cost of things—about money. If we tell them what we spend for certain items, they may get false ideas." "Yes," Mrs. Ronsen added, "I know. And what do you say when you get one like 'How much does Daddy get a week?' " Other members agreed that their boys and girls, too, were interested in the details of family finances, and asked questions which they were not always able to answer comfortably.

Most of the mothers agreed with Mrs. Ronsen that it was better to avoid giving specific figures, except in connection with items the child himself wanted to buy. Mrs. Ronsen added, however, that her boy wasn't easily put off on matters of family finance, and wondered why, despite his insistence, she didn't tell him. After a moment's pause, Mrs. Ott questioned thoughtfully, "Do we give them the idea that money is taboo if we don't answer such questions directly?"

The group did not pick up this point, but began to discuss various ways in which they tried to give their children some sense of the value of money. Mrs. Ronsen said that she and her husband explained to Tom what they could afford and what they couldn't, giving him the general idea of their finances without going into the actual figures. Mrs. Taylor described the way in which Bobby had begun to handle an allowance, floundering at the start and often spending all he had in the first two days; gradually, she said, he had come to realize what his money meant, and he was now managing much better.

"The reason we don't know what to do," Mrs. Ott said, "is that we're embarrassed. We don't know how mature the child is, and what use he'll make of the information we give him. We don't normally go around telling our neighbors about our money matters, and I guess we don't want our children to, either. We just don't want this to be a matter of public knowledge. It's interesting," she added, "that we can talk somewhat openly about sex and sex relations, but not about how much the father earns!"

Mrs. Starr said it was not just a matter of age, but also that some children understood more than others and might be more ready to cope with detailed information. "But how do you give them a *true* sense of the cost of things?" she went on. "Obviously, if they ask, they're sufficiently interested to deserve an honest answer." But Mrs. Ott again pursued her line of thought on the matter. "There must be something in us that holds us back," she said. "What are some of the other reasons that we don't tell our children the real facts? Perhaps we're afraid that if they think we have a good income they won't be able to handle the

idea mentally and emotionally. Perhaps we're afraid, too, of the extra pressuring and demands they may put on us."

Mrs. Davidson said that her 11-year-old Joan had learned to handle money quite well, and had quite a sense of responsibility about it. She even commented to her father when he splurged, although, Mrs. Davidson added with a laugh, Joan sometimes splurged herself.

Mrs. Ronsen brought up a new point. "It certainly seems important not to let a child feel deprived in comparison with his friends," she said. As an example, she told a "pathetic" story of a boy at Tom's camp who had made up a tall tale of the fine house he lived in, in order to make an impression on the rest of the boys. The group discussed this incident briefly, pointing out that there was more involved here than money, and that, since it showed some "basic insecurity," the problem probably could not be solved by a bigger allowance. But Mrs. Ronsen was not satisfied with this, and insisted that some of the trouble might have come from adults who had put too much emphasis on wealth, and had given the child the idea that he needed to compete in this way.

With this the group agreed. The mothers stated, in different ways, that money values were relative, and showed that each family was trying to help the children learn the reality of money in its own way. But they recognized somewhat soberly that their own values and their own fears were more important in forming their children's attitudes toward money than the amount or kind of factual information they gave.

"The challenge of childhood"

Dr. Gunnar Dybwad, Executive Director of the Child Study Association of America, gave an address, "The Challenge of Childhood," at the Iowa Child Welfare Research Station Conference, held at the University of Iowa the week of June 20, 1955. Afterwards, he spent several days conferring with the staff of the Research Station.

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Book reviews

Teaching Every Child to Read
By Kathleen B. Hester
New York: Harper & Bros., 1948 (revised, 1955); $4.00.

A book such as this, addressed to teachers, written almost as a manual for the teaching of reading, and originally published several years ago, might not have been reviewed in these columns were it not for the publication this year of *Why Johnny Can't Read,* by Rudolf Flesch, which was reviewed in the Summer issue of CHILD STUDY. While Dr. Hester's book contains a great deal of material not particularly necessary for parents, it presents also an illuminating digest of modern methods which should reassure parents that our schools, on the whole, are doing a creditable job and that, in fact, Johnny *can* read, or will learn to.

Reading, as the author demonstrates, is a complex of many more things than recognition of the symbols that are printed or written. It involves a developing understanding of what the symbol stands *for.* The child's ability to see, hear, touch and use the objects and facilities of his world helps, too, in developing his ability to read with comprehension.

Thorough consideration is given to the almost infinite number of forces which may impede progress in learning and just as much to suitable techniques for ameliorating or eliminating them. The author deals calmly with subjects which, in biased treatment, become so controversial.

It is unfortunate, perhaps, that there is no book which reassures parents and presents a balanced view of the teaching of reading in our schools and does it in a style as readable and entertaining as Flesch's. Such a book has still to be written and we hope it will be. Meanwhile, this reviewer feels that parents would do well at least to skim through *Teaching Every Child to Read.* They will find out not only what their children are doing in a modern school, but also a lot about what education really is.

HELEN STEERS BURGESS
for the Book Review Committee

Better Health for Your Children: *A Medical Guide for Parents*
By I. Newton Kugelmass, M.D.,Ph.D.,Sc.D.
New York: McGraw-Hill, 1955; $4.50.

The title of this book is misleading, for in reality it does not tell how to keep a child healthy, but how to identify disease, and parents are told all the grim details of almost every disorder of the body. The approach is strictly physiological, unleavened by any psychological understanding. For example, the author talks to parents about a mentally deficient child in the same matter-of-fact style that he uses in telling how to read a thermometer. He gives directions for taking temperature by rectum as if he were speaking of a log of wood instead of a possibly resistant child. The combination of the usually warm and personal words "you" and "your child" with the cold, clinical facts of pathology seems incongruous.

In the opening list of "Books" by Dr. Kugelmass there are at least two inaccurate entries. *Infant Nutrition* is not a book but only a ten-page chapter in a 12-volume book set. *Changing Goals of Positive Health,* credited to the Child Study Association of America, is one chapter in a book by another title published by The Viking Press, and now out of print. Of course we are in no position to judge the author's medical facts, but the above inaccuracies make one wonder if there may be others in the book.

In short, we cannot recommend this coldly factual book to parents in spite of its full coverage, its practical information about first aid and home nursing care and its detailed index.

PENELOPE PINSON
for the Book Review Committee

New books about parenthood and family life

Selected by the CSAA Book Review Committee, Mrs. Jean Rex, Chairman

Books for parents

A CHILD DEVELOPMENT POINT OF VIEW, and BEHAVIOR AND MISBEHAVIOR: *A Teacher's Guide to Action.* By James L. Hymes. Prentice-Hall, 1955. 140 pp. $2.00. These two small companion volumes addressed to teachers but containing much for parents, too, put the spotlight squarely on children. What are they like? How do they feel? How do they learn and grow? The first book points out that the best results come when children like their teachers, like their work and like themselves. Teachers are inspired to work for these goals with a real knowledge of child development as their guide.

Behavior and Misbehavior discusses discipline, or the teaching of good behavior. The author holds that there are two kinds of children: the stable ones and those who have been emotionally handicapped. He believes that the first group can accept straightforward disciplinary measures, but that these are ineffectual with the second group who need slow, patient, remedial teaching. Though this view may seem somewhat oversimplified, parents and teachers will both be stimulated to look at children more deeply—a practice which can do nothing but good.

FEEDING YOUR CHILD. By Samuel M. Wishik, M.D. Doubleday, 1955. 233 pp. $3.50. Refreshing in tone and style, this book deals specifically with feeding of babies and young children. Because feeding is seen as part of the child's total growth, a great deal of pertinent and related information about child development is included. Practical, thoughtful and inclusive. Useful for parents of young children, especially "first" parents.

THE GROWING FAMILY: *A Guide for Parents.* Edited by Maxwell S. Stewart. Harper, 1955. 264 pp. $3.50. The outgrowth of pamphlets published by the Public Affairs Committee, this volume offers simple, commonsense advice on how to live happily and constructively with children from infancy through adolescence. An elementary but sound guide with special chapters on such problems as discipline, sex education and popular entertainment media.

Books for those who work with parents and children

HEALTH SUPERVISION OF YOUNG CHILDREN: *A Guide for Practicing Physicians and Child Health Personnel.* Prep. by the Committee on Child Health, American Public Health Ass'n. American Public Health Ass'n., 1955. 180 pp. $2.00. Addressed primarily to medical personnel, this readable guide has significant information of interest to parents as well as physicians and nurses. Emphasizing the care of well children, a substantial proportion of the chapters deals with the interaction of the doctor, the parent and the child in the physician's office. Interview techniques, examination hints, records, etc. are considered carefully with the stress on preventive treatment, both for emotional and physical health. The second section is more specifically addressed to practitioners working within a hospital setting and contains practical suggestions for well-baby and child clinics. Excellent material for the pediatrician. Selected parts will be of great help to parents in understanding the different roles of parent, child and doctor.

TRUANTS FROM LIFE: *The Rehabilitation of Emotionally Disturbed Children.* By Bruno Bettelheim. Free Press, 1955. 503 pp. $6.00. Following *Love is Not Enough,* Bruno Bettelheim presents the second in a planned series of three volumes describing the work of the Sonia Shankman Orthogenic School in Chicago. In this book, the author presents four unusually vivid cases of seriously disturbed children, describing their daily institutional life and therapy based on psychoanalytic principles. Their early histories and backgrounds are described, as are also their first steps toward better functioning in the outside world.

Books on special subjects

1,000,000 DELINQUENTS. By Benjamin Fine. World, 1955. 377 pp. $4.00. In this general survey of delinquency in the United States, a distinguished journalist gives an array of facts and figures which can help many parents to gain a perspective on this problem and information on needed remedies, particularly in terms of community action. This is not a text book or a detailed treatise of treatment procedures, nor is it a sensational expose. Dr. Fine presents his facts calmly and gives a balanced picture.

PREJUDICE AND YOUR CHILD. By Kenneth B. Clark. Beacon Press, 1955. 151 pp. $2.50. A clear, dispassionate analysis of factors which contribute to prejudice along with helpful suggestions as to what school, community agencies, churches and, last but not least, parents can do to reduce and prevent feelings of prejudice in children.

PSYCHOTHERAPY AND THE CHRISTIAN MESSAGE. By Albert Outler. Harper, 1954. 286 pp. $3.50. An enlarging, eminently fair book for those interested in exploring ways in which religion and psychotherapy may relate to each other and who are dissatisfied with the superficial, watered-down kind of "religion" and "psychology" so often encountered in books of this general type. The author, a Christian minister, makes Christian thought and terminology vital, fresh and meaningful, but his vision is broad enough so that readers of any creed will find much that is congenial. Clear accounts of the various schools of current psychiatric thought are also of special value.

TEACHING EVERY CHILD TO READ. By Kathleen B. Hester. Harper, 1948. Rev. Ed., 1955. 416 pp. $4.00. Parents who want a fuller understanding of current teaching practices will be rewarded by the author's comprehensive treatment of this subject. Though addressed to teachers, and concerned essentially with methods for the teaching of reading, the book also offers practical examples of games, techniques and ways of supplementing classroom instruction at home. The author separates clearly the duties of teacher and parent in helping a child to read, outlining fully the contribution the home can make in providing the right setting. The book serves as an answer to recent attacks on widely used teaching methods.

YOU AND YOUR RETARDED CHILD. By Samuel A. Kirk, Merle B. Karnes & Winifred D. Kirk. Macmillan, 1955. 184 pp. $4.00. A very practical book for parents of retarded children; simple, clear, very much to the point. It gives concrete suggestions that open up new avenues of activity and understanding to parents and encourages a balanced and realistic approach to family living in this situation.

This selective booklist is compiled by our Book Review Committee as part of its continuous evaluation of books for parents and workers in the child care field. Our policy, however, is to keep the advertising columns open to responsible publishers whether or not titles advertised appear on the Association's lists.

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Parent's Questions

These questions are selected and discussed by the Child Study Association staff, and the answers written by its various members

Varying nap habits

My four-and-a-half-month-old son takes two morning naps and two afternoon naps for half an hour before and after meals instead of the usual long ones that I know other children take. He sleeps 13 hours at night and is normal in every way. Is his nap pattern unusual? It troubles me to think that he never rests for several hours, and it is also difficult for me to manage all my other work on this schedule.

MRS. M.W.

Babies' sleep needs and patterns vary considerably, and the pattern you describe, though not common, is certainly not unusual. Your child does seem to be getting the average daily amount required for a baby of his age, so there is no need to worry on that score.

It can be trying to juggle the many tasks involved in the care of a baby and household if there is no block of time available to you when your baby is asleep. However, trying to change a baby's natural sleep pattern is not advisable. Perhaps you can take some encouragement from knowing that babies like yours usually consolidate their naps to one in the morning and one in the afternoon at six or seven months. At a year there is usually one longer nap. It would seem wise to continue the habit of putting the child into his crib after meals so that eventually his one long nap will occur after lunch. This is a routine which most children are able to continue until they are three or four.

Fostering the love of books

Because I enjoy good books, I want my children to get to love them. Right now my five-year-old seems to prefer comic books to anything else I get for him, and I find the three-year-old beginning to look at them, too. How can I get them interested in good books? They could still have comics, but learn to enjoy both.

MRS. A.A.G.

The love of good books develops slowly, particularly in children who are very active. The comics seem to cater to children's wish to have a "lot of things happening," as one child put it. But children who are surrounded by books and by people who enjoy good reading have the best possible chance to learn the difference between the passing satisfactions and the lasting values of books. It's possible, though, that you have been too anxious and therefore too pressing. Many of us, remembering our own childhood favorites, tend to offer these to children before they

are old enough to enjoy them. In choosing books to read to your children, have you been guided by your taste or theirs? A good plan is to take them with you to the library and let them look over the picture books there. You'll get a good idea from watching them just what they like in a book. Let them each choose one to take home for re-reading. If you're buying books, keep in mind their present age and attention-span, rather than the goal of introducing good literature. One enjoyable reading experience leads on to another, and the children's tastes will grow as their experiences widen. You will have to be patient and ready for next steps.

There are a number of good guides and booklists available to help you in your choices. The U.S. Children's Bureau, the Association for Childhood Education and the Child Study Association of America publish lists for various ages. You might also find helpful Josette Frank's recent book, *Your Child's Reading Today*, which will give you guidance in selection as well as excellent lists of books for children from nursery years into later childhood.

Questions about family income

We've always believed in being frank with our children, and answering their questions fully. But the other day our son, aged nine, asked his father point blank to tell him just how much he earned. Suddenly we found ourselves hedging. Why did we draw back? Should we have told him? If not, why not?

Mrs. P.P.W.

As you will see, if you read the report in this issue (pg. 28) of a parents' discussion held at CSAA headquarters, this is a question that bothers many fathers and mothers. There are certainly some very practical reasons for not wanting to tell a child just what you earn. In the first place, a flat figure is meaningless to anyone who doesn't understand it in terms of living costs and a realistic budget. In addition, some families really can't give a figure. Business profits vary enormously, taxes, debts, mortgages and other financial obligations change the picture in ways that are beyond a nine-year-old's comprehension.

Besides, there are the obvious reasons for not wanting one's neighbors in on one's private affairs; even a child who can usually be trusted to be discreet may make slips.

But aside from the obvious reasons for not wanting to discuss the amount of one's earnings, there are also deeply emotional considerations which we might as well acknowledge. Money is an especially sensitive area. When it comes to money, nearly everyone will hedge, tell half truths, boast or misrepresent one way or another according to what money means to him on an unconscious, as well as on conscious, level. Even between intimate friends there is an iron curtain on the truth about one's income; and they know instinctively that here is territory to keep out of.

Perhaps this universal reticence is due to our feeling, rightly or wrongly, that money is the very measure of success, the foundation of our self-esteem. This is less true of women earners than of men, for they are not the traditional bread winners; their pride is less heavily involved. A man's whole status as a man is threatened when he doesn't regard himself as a good earner. His urge to keep up with the Joneses drives him constantly. No matter what other values he may profess, he can't escape the feeling that a small salary is respectable only in a line of work that carries other accepted badges of prestige, such as teaching, the ministry, social work and a few others.

Parents, as products of our particular culture, are no exception; their children have to make the discovery that this need for privacy about money affairs is universal. Perhaps the time may come when parents do choose to present the whole finan-

cial picture to a nearly-grown son or daughter as part of his induction into greater responsibilities and the sharing of the family's problems. Before that, an idle question about "how much" is best turned aside with a good natured quip, such as "Enough to get along on, but not enough to waste." Or, in the case of small children, simply with the explanation that most people prefer to keep this matter private.

The teenager and the telephone

My 15-year-old daughter is on the phone for hours at a time and practically whenever she is in the house. I feel that she should be made to show some consideration for others and that her phoning should be rationed. But some of my friends say that since it means so much to her at this age to be in touch with her friends, I should just put up with it. What do you think?
MRS. L.B.A.

There is no doubt that many 15-year-olds are doing just what your daughter is doing. And there is also no doubt that many parents feel increasingly exasperated as you do, not just because of the silliness of the endless conversations but because the phoning shows a self-absorption and a lack of concern for others that is far from what we want in our young people.

There is some validity, however, to what your friends are saying, at least in their suggestions as to what this kind of behavior represents. It does show her need at this stage to be with her group, and to feel that she is accepted by her contemporaries. This is one of the ways in which girls and boys learn their own power and worth as individuals, apart from their families. And what often appears as lack of consideration for others may actually be their temporary response to their overawareness of others, from whom they feel the need to break away.

However, even though you understand something of what your daughter's behavior springs from, living with daily annoyance and inconvenience is another matter. You won't accomplish much with her if you scold and nag and treat her as if she were still a little girl who had to toe the mark. You might reach a better understanding if you tell her that you do know how important it is for her to have these constant communications with her friends, but at the same time point out the way in which this preempts the phone and keeps the rest of the family from making and receiving *their* calls. Also, if she is causing the telephone bills to soar, explicit data on the increase, rather than constant protests, will help her to see that there are concrete reasons for cutting down on her calls.

Don't be too disappointed if she doesn't change her ways at once, or if she doesn't stick to a change, even if she makes a start. You must expect that her wish to please you, and her wish to make the grade with her friends, will see-saw back and forth.

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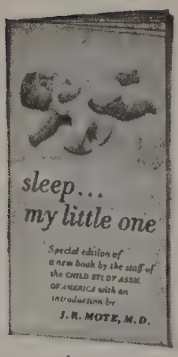

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Sleep, my little one

Sleep is necessary for all of us

Sleep, like food, is one of the infant's prime necessities. Fortunately, the way you manage will have much to do with the outcome. But first of all, you will need to understand how babies and children feel at various phases of their growth and how these feelings are related to their readiness for sleep.

Remember, too, that all babies, like older children and even grownups, are different and—let's face it—some will be a bit harder than others to accustom to regular hours.

It doesn't take long for a young mother to realize that undisturbed sleep for everyone is one of the greatest of household blessings. Any new baby may be expected to interrupt this happy state of affairs for a while, but after the first period of adjustment to a brand new life in the outside world, he, too, can learn to sleep peacefully several hours at a time — and finally right through the night. If you are prompt in meeting your baby's needs, for food and warmth and a certain amount of fondling and holding, he will probably sleep well and thrive. He will feel your love as you learn how to make him comfortable.

If, as he grows older, he learns to go to bed as a matter of course when the moment comes, the life of the whole family will be more restful and peaceful. When arguments and upheavals dominate the scene, the family can hardly be expected to enjoy one another.

When your baby's very young

New babies, of course, have no notion of night and day. Usually they sleep most of the time—from feeding to feeding. But this isn't always so. Some babies lie contentedly awake for considerable periods, whereas others cry often for reasons that are hard for you to fathom. And still others—perhaps the majority—are what's known as "good" —crying only when hungry, sleeping peacefully after they're fed, contented when they're awake.

Studies that have been made on the sleep behavior of infants have taught us that it's not a good idea to let a baby cry long and hard without going to him promptly and seeing what can be done to make him more comfortable. This is especially true during the first four or five months of life.

Remember, crying is an S.O.S.—a baby's way of telling you he needs something. It is not necessary for a baby to cry a lot in order to "exercise his lungs," as some say. Considerate attention to what might comfort him helps him settle down.

The first thing to find out when a baby is wakeful and crying is whether or not he's hungry. Some get hungry oftener than others and a meal may turn out to be the answer. But this isn't always so.

He may need a dry diaper, or he may want to be turned over in his crib. He may feel too warm or too cool—or he may have a painful bubble in his tummy, and will bring it up if you hold him over your shoulder. Or he may just need the comfort of being held close, and cradled and rocked in your arms, or being stroked gently in his crib till he falls asleep again may be enough.

Then, too, there's the possibility that he really isn't tired at all and he just needs to be played with and have some sociability.

This kind of prompt attention to a baby's needs doesn't form bad habits—doesn't spoil him. On the contrary, studies of sleep patterns in infants show that those who are given this human comfort when they're young, seem to cry less later on. Perhaps, too, they tend to take life more easily in general than those who were ignored, or left for long to cry it out alone.

All this takes planning. It's no small job to get your baby through his day and yours—to get the

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SLEEP, MY LITTLE ONE *was written by Anna W. M. Wolf for the Child Study Association as a pamphlet being distributed by I. B. Kleinert Co. as a public service. It may be obtained at the Infants' Wear Department of a local department store, or by writing to the I. B. Kleinert Co., 495 Fifth Avenue, N. Y. C.*

chores done—dinner ready to serve—and time for the various claims of other members of your family. Time well organized means more time.

But, though it's good to have a schedule, avoid becoming a slave to it. We must be able to make exceptions to meet special circumstances—such as another child who unexpectedly needs you badly, your husband with an emergency call on your time, or even a sudden exceptional treat that comes along for someone in the family.

As months pass, and you gradually learn more about your baby's temperament and sleep rhythms, you can begin to take advantage of the times of day when he seems most likely to go to sleep by putting him into his crib and darkening the room whether or not he actually seems sleepy.

Most babies, during the first ten months or so, need a morning as well as an afternoon nap. After waking anywhere from five to seven a.m., and breakfasting somewhat later, they're surprisingly ready for another sleep around ten o'clock for an hour or so. Again, after lunch they're apt to nap for an hour or so. These nap periods are a boon to mothers as well as babies, for the house is quiet and a sleeping child means a few blessed hours—and perhaps some rest for yourself.

Remember, though, that all babies cry some, and a few may cry a lot in spite of our best efforts. A baby may also sleep soundly at the appointed times for a week or so—and then, just as you think he's really learned to sleep through the night, he may go into reverse again. Though it may take several months for even a perfectly healthy baby to settle down, you should get your doctor's advice if he appears to cry too much.

Most parents expect some disturbed nights as one of the irregularities that come with a baby during the first six months or so. But keep on trying various ways to improve the situation. Perhaps a bottle, a cracker, or something else to suck on, especially when he begins to teethe, may help your baby settle down. Or perhaps a bit of cuddling just before you leave him may satisfy him.

Affection and mothering, coming to him through the feel of your hands and your body as you tend and comfort him, are as necessary as food and sleep to even a little baby.

Everything's likely to go more smoothly if you, yourself, are able to get some rest during the day, so you aren't over-tired when you put your baby to bed for the night.

Good sleep arrangements

There is general agreement that a baby, ideally, should have his own bed in his own quiet room, within easy ear shot of his parents.

But there may be practical reasons for having him in your room at night during the early weeks. When he needs you, you're always nearby, his crying won't disturb the other children's sleep as much. But even if he shares your room at first, it is of great importance after the first six or eight months to have him sleep elsewhere. Parents should have privacy at night and babies can soon begin to do with less of the constant care they need in the early months. For their own healthy development, they should move steadily toward greater independence. Most homes nowadays, of course, have a space problem—and some families meet it by parents having a daybed in the living room and giving their bedroom to the baby.

If your baby has shared your room for many months, the change to sleeping in another room may not be to his liking, and he may resist. To help him accept the change, try staying with him a few minutes after he's tucked in bed. Doing this for a few nights will probably help him fall asleep.

As they get older, children often find companionship at night pleasant and reassuring. It might be quite feasible to have your baby share a room with another child—even where the age difference means differing sleep schedules. A young child is proud of being in big brother's room, and an older child may respond to the challenge of taking care of the baby. But there's no predicting. Each household has to discover for itself which arrangement works best. Try it and see, is the only safe suggestion.

Somewhere during the later half of the first year, babies usually go through a phase that can lead to sleep difficulties unless parents are prepared for it and understand it. At this time, babies begin to know their parents, or whoever it is who tends them. They can now distinguish them from other people. Once they do this, it's inevitable that they greatly prefer these familiar faces to strange ones—and often they won't tolerate substitutes.

When this phase comes along, be a little extra considerate. Don't give the bedtime hour over to a stranger to handle. You may need to take more time with it for a while than ordinarily. When you can't be on hand at bedtime, it's well to have only someone the baby knows well take charge. A strange face in the night may terrify a baby. For the sake of a ready acceptance of sleep in the months ahead, it pays to be considerate at this time of special stress.

Occasionally there are young babies who, from the time they're born, seem to be awake and crying much of the time. Physically, they may be perfectly healthy, and yet for no apparent reason they are more restless than most babies. Parents who have this kind of child will of course want to get regular advice from their doctor—and sometimes a specialist, who understands behavior difficulties in children as well as physical problems, may be needed if the condition goes on a long time without improving.

A wakeful, constantly crying baby is very hard on parents. But even this kind of child does learn

to sleep. Meanwhile, as with all babies, a regular time for putting him in his crib in a quiet darkened room for nap and bedtime seems to help a little.

After the first year

Just because your baby is now a year old—or has learned to walk, or can say a few words—doesn't mean that there is any abrupt change in him. He may be developing fast, yet many baby ways still persist. It's important not to make sudden, stepped-up demands. He still needs your attention, and time for cuddling. He still needs a daytime nap, too, and may for another year or so.

Yet, the time is at hand when he won't always tell you when he's tired—and you must learn the signs. He may begin to look droopy or act cross. He may cry easily—or fall down repeatedly—or drop his toys readily.

Even though your child doesn't seem to be at all sleepy when naptime comes, it's best to put him in his crib or carriage for a rest anyway. A toy or something to play with usually keeps him quiet and contented. In this way he learns that a certain time of day is always rest time and he is more likely to accept it.

By the end of the first year, children are usually full of beans, playing and responding to everything and everybody. Naturally they hate to give it all up. They don't want to leave this fascinating world and go off alone into a darkened room.

As they observe more and more, they don't see why older brothers and sisters should be allowed to stay up when they can't. Yet for children up to school age, bedtime should rarely be later than from 7:00 to 8:30—varying somewhat with their ages and with what each particular child seems to need.

You must remember that you and your husband are the entire world to your children, as evening comes. They need your attention; they want you there to talk to and play with as they begin to settle down from their day's exciting activities and get ready for bed.

Remember that television is no substitute for being with you. If the children want to see a favorite program for a while, they still need a quiet time with their parents, too. Gruesome or exciting programs are especially unfortunate just before bedtime.

Here's where good planning on your part often helps a small child accept the inevitable. It isn't always easy because it's the busiest time of day in most households. Older children make demands, too—and you're busy straightening up to have things looking nice in the evening.

In many families, Father is a lot of help at this time for it's his time to take over with the children. Most youngsters are thrilled when it's Father who attends to them and carries through the familiar rituals.

Sometimes, however, Father's coming means that he and Mother talk mostly to each other and are annoyed at the children if they interrupt. This leads to irritability all around—a poor preparation for a peaceful bedtime. If you have vital matters to discuss with your husband, it helps to make them brief at the moment of homecoming—or better still, postpone them until the children are in bed.

Whether it's you or your husband who takes charge in the evening, it pays to set aside time for each of your children as they seem to need it. Don't make the mistake of thinking your three- or even your seven-year-old, should do entirely without you. To avoid the constant interruptions which are so trying for youngsters, try to keep their bedtime free of other demands. You may, for example, want to ask your friends not to phone you then.

Now's the time for the story hour, for play with your children, or just for talking together with them. Stunts and acrobatics with Dad may be popular and, within reason, are good for everyone. But too strenuous play shouldn't come just before bedtime. You don't want to get a child in high key just at the hour of day when you're hoping he'll begin to feel sleepy. If you naturally sing to your children, so much the better—they'll love it and will learn to join in. "Tucking-in"—a final loving word and pat—is always important.

Whatever you do, try not to be in a hurry. This is the most important time of day for your child to feel the warmth of your love. As he goes off to sleep he needs to feel that he's safe and wanted.

Usually a small child wants a favorite toy or blanket to go to sleep with; let him have it. You can rearrange things later if you want to. As he gets older he may feel less cut off from you and his world if he has a dim light left on in the hall for awhile.

It's the rare child who, as he gets older, won't have his ups and downs about going to bed, or produce a variety of transparent tricks to get you back into his room.

If he has difficulty in accepting bedtime, he's more than likely to start calling for water, or insisting that he needs to go to the toilet. He may even climb out of bed and come running into the living room—or just lie and cry for you to come back.

But all this isn't necessarily done merely to annoy you. Back of the "tricks" a child is often wondering what his parents are doing when he isn't there to see. Or he may suddenly feel lonely. No matter how independent he may have

seemed to you all day long, he now wants to be young and dependent again.

Remember that being excluded from your world is tough going for a youngster. Still, this is something he must learn to accept, and you only complicate his life and yours if you start giving in to every demand he makes. While realizing that it is hard for him to settle down, be clear in your own mind that your insistence on his staying in bed isn't merely to win peace for yourself. It actually helps your child take a new step toward self-reliance and inner security. When he discovers that you will meet his real needs and aren't fooled by his shennanigans, he'll be more apt to accept the inevitable.

Right here, your own inner conviction is very important, because a child usually senses when his mother means what she says—and when she doesn't. "When I really know I'm not going to let him get up, somehow there's never any trouble about it." So one Mother expressed it. Contrariwise, the Mother who hesitates—who can't make up her mind what stand she's going to take—who is strict one night and lenient the next without any reason—will surely create confusion for her child.

Often it helps to explain ahead of time to a child who's old enough to understand, just how he's going to go to bed tonight—just what you'll do to make it easier for him, just what you won't do. Then, when evening comes, don't put him to bed at a moment when he's crying or discontented. See first that he's happy, even if it takes a few extra minutes. And finally, when you've done all you can to ease the way—act firmly, follow through. The chances are that your child will try you out for a few nights to see if you meant what you said—you may even have to let him cry awhile. Usually a child will cry for only three or four nights and then decide to be reconciled.

If the crying doesn't grow gradually less each night, and finally stop, you'll need another approach—reassure him, stay with him a few minutes, tell him a brief joke or story. No child should be left to cry alone for long periods week after week.

Schedules won't solve every problem

But although orderly planning, and a schedule consistently carried out are helpful as a framework for living with a child, you're likely to find that times come along when going to bed is especially hard—when a child dreads to let go of the security which daytime means. Though children vary greatly in the ease with which they meet new experiences, some ups and downs are bound to come to all.

The period toward the end of the first year, when a child first knows familiar faces from strange ones, has already been mentioned. During early childhood, you may periodically find that times recur when a child has special difficulty in "letting Mother go." When this happens, he may go to sleep more easily if he doesn't feel that separation is absolutely final. It may help to tell him, as you tuck him in, that you'll "come back in a few moments and peek at him." Be sure then that you keep your word. Come back more than once if necessary.

Even in the daytime your child may have periods when your leaving the house for awhile is very hard to take. He'll want to hear again and again that you're coming back. As he finds that you always do come back, he gradually learns that he can trust you and believe what you say.

These periods of anxiety about parents' leaving are not good moments to take an extended trip somewhere unless you are sure that your child is thoroughly familiar and happy with the person you leave in charge. Sleep upsets that last a long time are often the result of poorly planned separations. But, if you manage well, children gradually build confidence in you—they begin to feel safe about letting you go for awhile. Then the going-to-bed problem is likely to work out more easily.

Though life may run along as usual most of the time, there are days when children have small worries that may interfere with sleep. A young child's first experience of being pushed around by an older, more aggressive child may disturb his sleep for the next night or so, and you may have to get up and ease him back to sleep again. Older children, too, are bound to have troubled moments. "Jimmy took my fire engine and wouldn't give it back," is a childish woe that may seem trivial or foolish to grown-ups. But it's very important to the four-year-old. So making your child comfortable at night means much more than physical comfort—it means peace of mind, too. Talking over daytime worries as they occur usually helps.

Illness is emotionally as well as physically disturbing to children. So is moving to a new house, and even just a visit or a trip somewhere disturbs some children.

A quarrel with another child, an appointment with the doctor, and of course the birth of a new baby in the family, often bring spells of wakefulness.

A death, whether it occurs in the immediate family circle or more remotely, is sure to affect a child inwardly even when he doesn't show it.

Helping him over the humps

When some disturbing event comes along watch your child carefully. He may not show outwardly

what he is feeling, but it may show up in wakefulness. Consideration for children at the time of these difficult periods will go far toward preventing later sleep troubles.

Your child's inner peace depends on how well you help him take these strains. Don't tell him "not to think about" something that's troubling him. On the contrary, it helps if you get him to express his doubts and fears. Much depends, too, on your success in helping him gain all around self-confidence in daily life. Whatever improves your child's relations to others, whatever helps him develop new interests, new skills, and a sense of mastery of the world he lives in, will also make it easier for him to go to sleep at night.

Between the ages of two and four, more or less, children frequently have night-time fears. Your child may wake in the clutches of a nightmare that leaves you in no doubt that he's in terror and needs you badly. Harder to understand is the child who wakes with vague complaints and whimpers. He wants to come into your bed perhaps; he wants—he just *wants*. Because such children often seem happy all day long, parents are tempted to believe that this night-time business is just putting on an act "for attention."

But usually there's more to it than this. As a child gets older, his imagination grows more active. He begins to people the dark with strange and terrifying creatures. To a child these things are real. Even when he can't find words to tell you, the chances are that there are actually some worries back of his wakefulness. A troubled child really *needs* you. It doesn't help to tell him he's silly—or to laugh at him, or call him a sissy. He needs your reassuring presence to help him go off to sleep again.

It's human, when you're half asleep yourself, to want to take your crying child into your bed. For the moment it works like magic and it means sleep for you, too. Yet the fact is that this practice usually raises more problems than it solves, so it's much better not to yield to this temptation. Not only do you need privacy at night—your child needs encouragement to stay where he is. This is how you make it possible for him to accept the fact that his own bed is the place where he belongs. Yet, as with all moments of real trial—you let him know that you are there to give him help when he needs it.

As time passes, night-time fears tend to fade—but only you, his parents, can gauge how much strength your child has gained, and when he is ready to do without help. When the time seems to have come, try him out and see. Encourage his own wish to be brave. Show pleasure when he does go through the night without calling. When he back-slides, express confidence that he'll soon go ahead again.

If night fears are very intense, and show no signs of fading, see your doctor, and then, too, you might get much help from a child guidance counselor.

When you go out

It's always dangerous to leave a small child alone in a house for more than a few moments. The fact that some people do so, and claim to get away with it, is no proof that their good luck will always hold. The unexpected can, and often does, happen. Even if there's no major disaster, a child who has always slept solidly may awaken unexpectedly and be terrified at finding himself alone.

For parents, there's no easy solution to the fact that young children need almost constant safeguards. Nowadays young families may not have relatives nearby to call on for help—and their neighbors may be complete strangers to the children instead of sympathetic friends. This means that it's harder for young parents to get out for needed change and recreation. Yet, how we all need it! None of us can be expected to do a good job if we have to do it twenty-four hours a day, week in and week out.

What makes a good sitter

One answer to this dilemma is the baby sitter. She has become a regular part of many households—a new American institution. At her best, the sitter offers some solution, provided parents assume responsibility for seeing that the person they ask to watch over their children is a wise choice. She must be level-headed, able to meet minor emergencies herself, and know when it's necessary to telephone to you, a neighbor, or the doctor.

Try to avoid leaving your child with a stranger, who has been in the house for only a few minutes, even though you know's she's a trustworthy person. This is a stiff dose for a child, and it may make it harder for him to go trustingly to sleep in the future.

Whenever possible, it's wise to bring a new sitter into the house at least an hour before you leave. Your child can see her helping you around the house, and the sitter, too, has time to win your child's liking and confidence.

Before you leave, explain to your child that you're going out. Tell him when you'll be back, and who will care for him while you're away. Even if he can't understand everything, he'll sense that you're letting him know that he'll be safe until you come back.

Sometimes it helps to tell an uneasy child that you'll phone him before his bedtime. This prospect may make him more willing to let you go. Then, when he hears the sound of your voice on

the phone, it proves you haven't forgotten. Be sure you remember to do it if you say you will.

You may be tempted to sneak out without telling a child you're leaving. You dread possible tears and a scene, and you tell yourself it's also easier for the child. But it isn't easier—not in the long run. Your child's whole world is built on the firm belief that his parents will never deceive him. Tears over a parting need not be long or bitter —but shattered faith in parents is.

Happy endings

You, like every parent, will find that no one can tell you exactly what to do to make your child's life go perfectly smoothly all the time. To have ups and downs, good periods and bad, from first to last, seems to be human nature. There are no precise rule-of-thumb procedures, no "right" techniques for meeting human problems.

Each of you who reads this little booklet must find your own special way—the way that works best for *your* household and is most helpful for *your* particular child.

What we have written here is based on the observations of experts who have studied infants and children deeply—and is confirmed by the experience of many mothers. But, in the last analysis, you must learn to trust yourself and your own judgment.

Between what you have read and your own good sense, and with your growing understanding, we believe that you can make your child's going to bed a happy ending of an adventurous and busy day.

NANE conference

The National Association for Nursery Education will hold its Biennial Conference at the Hotel Statler in Boston, Massachusetts, October 19-22, 1955. The program theme is: "What, in the latest research in all fields, will help in work with young children?" The program will be of interest to members of professions dealing with children from infancy to six years. Send inquiries to: NANE Conference, 1955, c/o Nursery Training School of Boston, 177 College Ave., Tufts College, Medford, Mass.

Don't forget to enter your Christmas gift subscriptions to CHILD STUDY *Now!*

CSAA Annual Meeting

The long-standing interest of the Child Study Association of America in inter-group relations received added impetus from an interesting panel discussion held at the Association's Annual Meeting, June 14th. Talking on the subject *Desegregation: The Family's Role in a Period of Transition,* a distinguished group of experts from several fields spoke of the effects that segregation has on family relationships and on the emotional reactions and social attitudes of children. Participants were Dr. Marie Jahoda, Professor of Psychology, New York University; Dr. Margaret M. Lawrence, psychiatrist; and Dr. Robert B. Johnson, sociologist, Russell Sage Foundation. Mr. Galen Weaver presided. This theme will be pursued further in a future issue of CHILD STUDY magazine, to which we hope some of these speakers will contribute.

In a brief business meeting preceding the panel, the Director's Report and a financial summary were presented, and new officers and Board Members of the Association were elected. For excerpts from the report see page 43.

An invitation from CSAA

An unusual invitation to see some of New York City's most interesting homes will be offered by CSAA's Thrift Shop in November. Donors of $25 or more in thrift will be admitted free.

Two new reprints

Two new reprints for workers in parent education are now available from GSAA for 15c each. *Goals and Techniques in Parent Education,* by Gunnar Dybwad & Gertrude Goller (from the 1955 National Conference of Social Work), and *The Place of Psychodynamic Orientation of Professional Leaders in Parent Group Education,* by Gertrude Goller, may be obtained from CSAA headquarters, 132 East 74th Street, New York City.

When you start training—
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Little Toidey on adult seat. Note footrest.
Whether you "condition" baby before muscle control through the pleasant Little Toidey, or you begin after the toddler "knows what it's all about", Toidey will help you. Write for complete details and book "Training the Baby."
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CSAA Annual Report

DURING the past year considerable progress has been made with the program developments reported on at the last Annual Meeting.

Research project

The outstanding event of the year was the action taken by the Russell Sage Foundation in making available to the CSAA a substantial appropriation for a three-year research project aimed at an assessment of the field of parent education in general. A competent social scientist, Dr. Orville G. Brim, formerly of the University of Wisconsin, will conduct this study.

As far as can be determined, this is the first such major inquiry into the practice of parent education in more than a quarter of a century and has already met with considerable interest.

The Counseling Department consolidated the gains made during the year and presented at the Annual Meeting of the American Orthopsychiatric Association a paper, entitled "A Project in Preventive Mental Health for Parents of Young Children," which sets forth the basic assumptions and the methods of the service.

Cooperative activities

The activities of the Parent Group and Leadership Training Department have concentrated on the project jointly sponsored by the N. Y. State Health Department and the U. S. Children's Bureau, announced at our Annual Meeting last year. The first group of public health nurses has completed the theoretical training, the observation period and its field work.

With direction from an advisory committee of representatives from the N. Y. State and New York City Health Departments, the U. S. Children's Bureau, Teachers College, Columbia University and CSAA staff, this training program was subjected to careful analysis and evaluation.

While the public health nurses project has taken the major share of staff time, we have continued to work with participants in earlier training from the social work, educational and guidance fields and provided consultation to many parents' groups and family and health agencies both in the Metropolitan area and elsewhere in this country.

In the publications field, the Association made three distinct contributions during the year. A new pamphlet, *When Parents Get Together: How to Organize a Parent Education Program,* prepared with funds from the Good Neighbor Federation was very well received.

The book, *Facts of Life for Children,* simultaneously issued by Maco in paper cover for distribution on newsstands and in hard cover by Bobbs-Merrill, has been reviewed extensively and almost always enthusiastically. For the first time, material of this nature was distributed on newsstands.

The third publication, a leaflet on sleep management, entitled *Sleep, My Little One,* written for and distributed by the Kleinert Company as a service to their customers, has been particularly well received by pediatricians, and the original edition of about a million copies will soon be exhausted.

On-going program

Our quarterly magazine, CHILD STUDY, scored two successes with the Fall issue, "Permissiveness Re-examined," and the Winter issue, "Sex Education—Are We on the Right Track?" For both issues we had much demand for additional copies. Educational, child development and religious journals both here and abroad secured permission to reprint articles. University Microfilms of Ann Arbor now makes all issues of CHILD Study available on microfilm to libraries and research organizations.

The Book Review Committee has continued its work of reviewing new books in the field of family life. Its lists are now also made available by the Mental Health Materials Center, through its "Packet Service," which reaches several thousand key people in the field of mental health, social welfare, education and religion.

The Children's Book Committee scored another bull's-eye with its *Read-to-Yourself Storybook* The Committee's unbounded energies are already concentrating on a new anthology while continuing the job of reviewing new children's books.

There is not space here to permit enumeration of the many and so varied requests coming to our General Consultation Service and the Program Advisory Service. Through them the work of the Association extended into many areas.

Other indications of our growing outreach were the Annual Conference and the Institute for Workers in Parent Education. The morning session at the Conference had a record attendance of 1,200 people.

The Annual Institute for Workers in Parent Education brought together people from 20 states, representing such groups and agencies as PTAs, mental health associations, family agencies, child guidance clinics, adult education programs and nursery schools.

This report might well be closed with a cordial invitation to the 1956 Annual Conference of the Child Study Association of America on April 2, 1956, at the Hotel Sheraton-Astor in New York City.*

**This is a condensed summary of the Director's report at the Annual Meeting, June, 1955*

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